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ABSTRACT

The increasing importance of both in-school and out-of-school population education in the Pacific is addressed in this publication. It provides relevant and up-to-date population resource and training materials. These are organized in three major sections. The first part is a brief report of the 1984 Regional Workshop on Training in Population Education held in Western Samoa. The second is a collection of such resource materials as: demographic tables; some of the conference lectures and papers, and a list of other materials used in the workshop, including teaching modules, film, books, and articles. The third part contains sample prototype materials developed by the workshop participants. These include units on: (1) sex education; (2) population and family welfare; and (3) nutrition-oriented mixed gardening. (ML)

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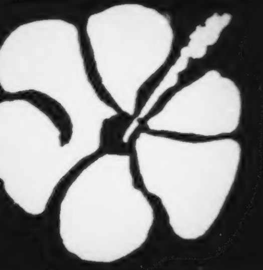

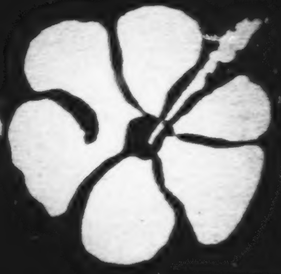

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Population Education Programme Service

Training in Population Education in the Pacific

Report of a Regional Training Workshop
Apia, Western Samoa
5-16 November 1984

UNESCO REGIONAL OFFICE
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Foreword

This publication is composed of three sections. The first part is a brief report of the Regional Workshop on Training in Population Education. The second is a collection of resource materials - demographic statistics, some of the lectures, presentations, and papers, along with a list of other materials used in the workshop. The third part includes the sample prototype training materials developed in the second week of the workshop by the participants--on sex education, family life education, and nutrition-oriented mixed gardening.

Hence, this publication is intended, not only as a report of the workshop, but also as a resource for trainers in population education in the Pacific. One of the needs in population education programmes in the Pacific is relevant and up-to-date resource materials. It is hoped that this report will, in a small way, assist in meeting this need. In addition, the sample prototype training materials developed should prove to be useful for trainers in population education, as the three areas selected are emerging as ones of increasing importance in both in-school and out-of-school population education in the Pacific.

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Part One

Report of the Regional Workshop on Training in Population Education in the Pacific

Regional Workshop on Training in Population Education in the Pacific

Apia, Western Samoa
5-16 November 1984

1. INTRODUCTION

Population education as a formal, recognized endeavour in some of the Pacific countries is not even three years old. In others, there is still no officially sanctioned effort in population education, even if individuals are convinced of its importance. For those with established population education projects, there is an obvious need to train people in the tasks of awakening awareness of the people of a country to the population situation in the country, in the process of curriculum and instructional materials development, in the training of teachers, both in-service and pre-service, and in the training of out-of-school community leaders--of youth groups, women, workers, other adults, so that ultimately, population education gets to the target audiences. [These concerns are demonstrated in all country projects, as shown by the training components in all projects, ranging from in-service and pre-service teacher training to counselor training to training of youth and women leaders.>

For those countries which have not recognized the importance of population education in their development, there is a need, first, to raise an awareness of the population situation, projections, and possible consequences of population factors on the part of national leaders. This is a part of population education, and as such, there is a need to train people to be knowledgeable and aware themselves, in order to alert the leaders, both Government and non-Government, to the population issues in their countries. Without people who are knowledgeable, sensitive, competent, and committed, population education will not progress very far. Population education is more difficult, in fact, because many people implicitly feel that like the weather, you can talk about population, but nothing can (or should) be done about it. But one major aim of population education is to convince people that they can do something about population-related issues, like their own environment, their own nutrition and health, migration and urbanization, size of families, etc. All too often population is treated as a world or even national problem, while people remain ignorant of the population situation of their local communities. Hence, there is a great need for trainers who are able to develop a greater awareness and understanding of the way in which population variables and processes affect the quality of life of people at the community, family and individual levels. Individual trainers therefore, are one of the most important factors in determining the success of any population education programme.

also, In the Pacific, unlike in Asia, where most of the countries have specialists in various population education activities, like curriculum development, teacher training, out-of-school population education, etc., there is a smaller number of qualified (trained) individuals. There is no population education unit, as such, in an existing institution. At most, in the Pacific countries, there is only one full-time individual engaged in population education--in the Solomons, Palau and the Marshalls. In all the other countries which have population education activities, these are done by individuals on a part-time basis, as part of their other official duties. Hence, many do a wide variety of activities connected with population education, from curriculum development and teacher training to village seminars. Therefore, on the one hand, population education development is more difficult because the few people involved must do everything and must be trained to do everything, but on the other hand, this is an advantage because it is easier to train the same people, or at least, a smaller number of people.

There are, at the present time, seven UNFPA-funded country projects in population education in the Pacific region, and several others are in various stages of project preparation. While the needs of the Pacific countries vary, all of the existing and proposed projects include training for in-school as well as out-of-school groups. The target audiences include curriculum developers, in-service and pre-service teachers, and leaders of out-of-school groups such as women's and youth groups and community development programmes. In the Regional Consultative Seminar on the Future Directions of Population Education in the Pacific Region held in Tonga in 1982, the participants expressed a need for training for both in-school and out-of-school population education. Hence, the Unesco Regional Office for Education in Asia and the Pacific and the Unesco Office for the Pacific States organized, with the Ministry of Education of Western Samoa, a Regional Workshop on Training in Population Education in the Pacific in Apia, Western Samoa from 5-16 November 1984. This workshop included training in basic demography, and a background in population and its relationship to various quality of life factors, as well as activities in population education. In addition, some prototype training materials on topics gaining increasing attention in the Pacific were developed.

2. OBJECTIVES

The main objectives of the workshop were to:

a) provide a forum for sharing experiences in population education in the Pacific countries;

b) provide a knowledge base in population and population education for a group of key personnel in the in-school and the out-of-school sectors in countries which have or intend to have population education programmes;

c) provide key trainers with an understanding of various strategies of programme development and a grasp of the educational considerations and methodologies to enable them to design and implement training programmes; and

d) develop some sample prototype training materials for in-school and out-of-school programmes.

3. ORGANIZATION

The workshop was organized jointly by the Unesco Regional Office for Education in Asia and the Pacific, the Unesco Office for the Pacific States, and the Department of Education, Ministry of Education, Government of Western Samoa, which ably assumed responsibility for the local arrangements. Ugapo Ulale, Senior Education Officer, and Mrs. Tili Afamasaga, Principal of the Secondary Teacher Training College, Apia, deserve special mention for their hard work, as do Mr. F.L. Higginson and Mrs. Galo Apelu of the Unesco Office, Apia, Mr. Sili Apelu, UNFPA, Apia and Mrs. Chandrohini Nanda in the Office of the Regional Adviser for Population Education in the Pacific, Suva for their administrative assistance.

The venue of the workshop was the Multi-purpose Hall in the Education Complex, a campus which houses the Department of Education, the Secondary Teachers College, the Primary Teachers College, a primary school, a secondary school, the foundation year programme of the National University and the University of the South Pacific Centre.

4. PARTICIPANTS

A total of 19 officials from both school and out-of-school sectors from the following nine Pacific island countries participated: Cook Islands, Federated States of Micronesia, Marshall Islands, Fiji, Kiribati, Palau, Solomon Islands, Tonga and Western Samoa. The total would have been higher, but one official nominee from Palau failed to turn up and two of the six official nominees from Western Samoa attended only sporadically because of their official duties.

A summary of the profiles of the participants is shown below:

Profile of Participants of Workshop[*]

			Work		Highest Education		
Sex	No.	Mean Age	In-School	Out-of-School	Bachelor's Degree	Diploma	Certificate
Male	11	35	7	4	6	4	1
Female	4	36	3	1	2	2	1

The complete list of participants is shown in Appendix I.

5. RESOURCE PERSONS

In addition to the Unesco Regional Adviser for Population Education in the Pacific, several individuals with expertise in areas related to population kindly agreed to participate in the workshop. Their participation contributed significantly to the success of the workshop and demonstrated again the close interagency cooperation and collaboration which have benefited the regional population education project in the last three years. These individuals, in most cases, volunteered time from their busy schedules to participate in the training workshop, and have thereby demonstrated their commitment to population education. These individuals are:

Mr. Rueben Dudley,	ILO Regional Adviser on Labour and Population, Suva
Mr. A.A. Laquian,	UNFPA Deputy Representative and Senior Adviser on Population, Suva
Dr. Raphael Esmundo,	Team Leader/Medical Officer, WHO/UNFPA Family Health Field Advisory Services, Suva
Mr. F.L. Higginson,	Chief, Unesco Office for the Pacific States, Apia
Mr. Kelekele 'Akau'ola,	Agricultural Education Specialist, Tonga
Mr. Bushan L. Bhan,	UNFPA Programme Development Adviser, Apia

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[*] Some participants were not available and did not fill in the personal information and evaluation form at closing.

6. OFFICERS

The participants elected the following officers for the workshop:

Mrs. Tili Afamasaga (Western Samoa)--Chairperson
Mr. Kelekele 'Akau'ola (Tonga)--Vice Chairman
Mr. Weldis Welley (FSM)--Rapporteur

7. AGENDA

The agenda for the workshop consisted of the following:

a) Inaugural Session
b) Election of Officers
c) Exchange of Experiences in Population Education
d) Presentations to Develop a Knowledge Base in Population
e) Presentations to Develop Knowledge and Competencies in Population Education
f) Strategies and Methodologies in Designing and Implementing Training Programmes in Population Education
g) Development of Sample Prototype Training Materials in Population Education
h) Planning for Follow-Up National Training Programmes
i) Closing Ceremonies

The opening address in the Inaugural Session given by the Minister of Education, Government of Western Samoa, is reproduced in Appendix II.

Unfortunately, due to a shortage of time, it was not possible to do Agenda Item (h), Planning for Follow-Up National Training Programmes.

The Programme of Activities to implement the Agenda of the workship is shown in Appendix III. It should be noted that the workshop schedule was divided roughly into two parts. The first week was devoted to basic background--a knowledge base and methodologies in population and population education development. The second week was spent on the development of sample prototype training materials in three areas gaining increasing importance and emphasis in the Pacific: sex education, family life education, and nutrition-oriented mixed gardening. It was felt that the latter course would be more useful than say, developing a curriculum for a training course in population education, which can be obtained in other sources studied in the workshop, e.g., Preparing Teachers for Population Education: a Handbook (Unesco).

In the second week the participants were divided into three groups according to their interests, nature of their work, and topics emphasized in national population education projects. The following resource persons worked with each respective group:

Mr. Allan Kondo--Sex Education Group

Mr. Rueben Dudley--Family Life Education Group

Mr. Kelekele 'Akau'ola--Nutrition-Oriented Mixed Gardening Group

The Sex Education Group tried out five of the lessons developed with a class from the Secondary Teachers College in Apia and made appropriate modifications from feedback and observations. The sample prototype training materials are compiled in Part III of this report. These are intended to give trainers ideas for training in the three areas as well as to provide examples of training materials that they might build on.

8. EXCHANGE OF EXPERIENCES IN POPULATION EDUCATION: A SUMMARY OF COUNTRY REPORTS

The participants from each country presented a paper on the existing or proposed population education programme in their own countries, covering both the in-school and out-of-school sectors. The following is a brief summary of each country report:

COOK ISLANDS

The Cook Islands continue to lose people through migration to New Zealand. Since most of the migrants are in the 19-45 age group, the overall development efforts have been affected, and there is a large proportion of young people under the age of 15. Lack of supervision of youth has led to increased juvenile delinquency, teenage pregnancy and drinking.

In view of some of these problems, the Ministry of Education has a population education programme in order to 1) foster an awareness and understanding of the determinants and possible consequences of population change, especially in relation to Cook Islands culture and quality of life, and 2) develop an understanding of the problems becoming increasingly evident in the Cook Islands today.

The project will 1) integrate population education into the existing secondary school curriculum in Forms 1-5 in the subject areas of social science, science and home economics, 2) train teachers through in-service courses, and 3) train counselors to counsel students in relation to human sexuality and reproduction, adolescent health, adolescent pregnancy, etc.

Out-of-school programmes which deal with the issues related to population education are being conducted through several other ministries. For example, through the youth and community development programme, community health and family planning, and promoting of home gardening by the Ministries of Internal Affairs, Health, and Agriculture, respectively.

FEDERATED STATES OF MICRONESIA

The FSM has an estimated annual population growth rate of 3.0% which is certain to affect the well-being of the inhabitants. This rapid population growth rate, combined with rural-urban migration and the consequent problems of overcrowding, unemployment, and social disruptions, have prompted the leaders of FSM to develop a project in population education in order to help people become aware of the interrelationships between population factors and their quality of life. The initial project consisted of four seminars for leaders - three at the state level (the FSM is made of four States) and a national seminar. Recommendations were made from these seminars to expand population education activities in all States.

Hence, a new project was proposed and approved for funding by Unesco and UNFPA which will involve development of mass media approaches in Ponape State, village and community level meetings in Yap and Truk States, and school curriculum development in Kosrae State. These are considered pilot projects, and toward the end of the 3-year project period, a national seminar will be held to exchange experiences and materials and to decide future directions at the state and national levels. This project will begin in early 1985 with an orientation/training workshop for state coordinators.

FIJI

Fiji's school population education project over the past three years consisted of in-service teacher training and the printing of two units - the Form 5 Biological Science unit, "Family Life" and the Form 4 Social Science unit, "Populations". For various reasons, the printing of the units have not yet been completed.

Recent disclosures concerning alarming rates of adolescent pregnancy, illegitimacy, and sexually-transmitted diseases have influenced the Ministry of Education to redefine the objectives of the school population education project and redirect its effort to sex education. Hence, the activities for the next three years will focus on the development of a sex education teacher's guide and student brochures on sex-related adolescent problems, training of selected teachers to teach sex education, meetings with parents and teachers groups to secure support for sex education, and the introduction of a voluntary sex education programme into the secondary schools of Fiji.

The first training seminar for 15 teachers from the Suva/Nausori area was held in September 1984. The seminar recommended other such meetings and gave strong support to sex education in Fiji schools. This support came from Ministry of Education and Ministry of Health officials, parents, and students, among others. The approval of the extension of the Fiji population education project is being awaited.

KIRIBATI

The Republic of Kiribati is very conscious of the problems created by the present rapid rate (2.24%) of population growth, especially with the very limited resources of the country. Problems of overcrowding in Tarawa, health and nutritional conditions, urban drift, and unemployment have stimulated plans for integrated programme to reduce the population growth rate to 1.6% by the end of 1986. Family planning and population education services are coordinated by the Ministry of Health and Family Planning. Training is given to health-related programme staff and volunteers in audio visual aids and other communication activities, as well as advice and guidance on health programme planning, implementation, and evaluation.

For the school-age population, a population education proposal has been submitted to integrate population education into the environmental studies and home economics curricula for Classes 8 and 9. Instructional units will be developed, stressing consequences of rapid population growth and human reproduction, which is currently lacking. The development of a training guide in population education and in-service teacher training are also planned. Activities are scheduled to start in early 1985.

MARSHALL ISLANDS

The Marshall Islands is facing some major population problems. These include 1) rapid population growth rate (3.2% per year); 2) uneven geographical distribution; 3) high dependency ratio due to a young population; and 4) a decreasing sense of individual responsibility. In response to these problems, a population education project, "Population Education in the Marshall Islands" was approved. The major purpose of the project was to increase public awareness of population issues through 1) seminars for national and local leaders and 2) instruction in elementary and secondary schools. As a result of the national seminar, a high-level Task Force on Population Awareness was created by Cabinet to coordinate the population education activities, both in-school and out-of-school.

In addition to the national seminar, a seminar for local leaders was held. Instructional materials in the form of three booklets, one for elementary students in the Marshallese language, another unit for biology in high school, and another unit for high school social studies were completed and field tested.

The success of the initial project in creating awareness of population issues with the national and local leadership seminars and the development of prototype instructional materials at the elementary and secondary levels prompted a request for an extension and expansion of the project. This request was approved in mid 1984. The activities planned for the next two years include:

1. Seminar for outer-island principals, health aides, and youth workers;
2. Report to the national legislature of the recommendations of the Task Force on Population Awareness;
3. Public awareness campaign, especially information and family planning services.

PALAU

While the overall population growth rate in the Republic fo Palau is not very high, there are increasing problems of overcrowding in the capital, Koror, unemployment, lack of housing, urban/rural distribution and a high dependency ratio. Through its population education project, the Bureau of Education institutionalized population education in order to develop an understanding of the interrelationships between population growth and social and economic development and also to develop desirable attitudes and behaviours so that people may make rational decisions about family size and the quality of life they would like to have. Toward this end, a leadership conference was held, population education has been integrated into the school curriculum, and some teachers have been trained. The development of instructional materials will continue, and trial testing of these materials will be conducted in 1985.

The extension to the original population education project has been approved for another two years, and future activities will focus on the out-of-school sector. A slide/tape presentation, and brochures will be developed to take out to all states in Palau. In addition, training courses will be held for leaders of women's groups and youth groups. All the population education activities, in-school and out-of-school, are coordinated and conducted by the population education project director.

SOLOMON ISLANDS

The Solomon Islands population is growing at a very rapid rate (3.3-3.5%). If the population continues to grow at such a rate, then the economy will be stretched beyond its limits. More and more people are demanding better opportunities, more employment, better health facilities, improved levels of education, and more food. With society changing to a more monetary-based type of life, customs breaking down and people having to move to other islands, other inherent problems will emerge.

A population education and awareness project started in 1982 with the following aims:

1. to promote greater awareness of the causes and consequences of population phenomena in the Solomon Islands;
2. to enable the formal education system in the Solomon Islands to deal more appropriately with population and related phenomena.

The following developments could be noted as significant events in working towards achieving the long term goals.

1. In August 1982, a seminar on population education was held in Honiara. Participants included senior government officials, church leaders, parliamentarians, educationists and other non-government representatives.
2. Schools continued to teach aspects of population education as components of the national syllabus.
3. Since August 1982, modules on population education have been developed for inclusion in the Solomon Islands Teachers College (SITC) programme for certificated teachers.
4. Since the beginning of 1984, trial testing of the population education modules is being conducted as part of the curriculum for first year students at SITC.

Future activities planned for the project include the following:

1. Development of curriculum materials for high schools to begin in 1985 and continuing for the next three years.
2. In-service and pre-service seminars to begin early 1986 and continuing annually for the next three years.
3. Provincial seminars to be held every 1½ years beginning towards the end of 1985 and ending in 1989.

TONGA

Under Tongan law, every male, in reaching the age of 16, is entitled to an area of 8¼ acres to farm and 2/5 acres of town/village land for a home. With the rapid increase in population, however, it has become difficult to provide the customary allotment, and the raising of the age to 21 is under Government consideration. If this population pressure is not checked, it will lead ultimately to depletion of all resources and consequently, a poor quality of life.

One of the Government's major population policies is to reduce the birth rate to 25 per thousand by 1985. A second is to create an awareness of population issues through the development of curriculum materials for primary and secondary schools, training of teachers, radio programmes, and non-formal training, particularly at the village level.

Through the population education project, much has been accomplished toward achieving the above stated goals. Population education will be introduced into the school system as a compulsory separate subject at the beginning of 1985 in Forms 1, 2, and 3 simultaneously. Students who wish to continue studying population education would do so at Forms 4 and 5 as an optional subject and may present it as an examination subject at the Tongan National School Certificate Examination at the end of Form 5. Population education will also be a compulsory subject in a three-year diploma programme for the pre-service training of both primary and secondary teachers which is to begin in 1985. In addition, there are plans to train youth leaders in population education as part of the programmes connected with the International Year of Youth in 1985.

WESTERN SAMOA

In Western Samoa the consequences of a rapid population growth has widespread implications on the country's social and economic development. First, it has led to a more intensive use of natural resources and there are limits to how far this process can be carried. Second, rapid population growth in Western Samoa has resulted in a fast growing labour force. The natural growth of population is very high but regular emigration pulls it down to less than one per cent. While the emigrants provide a good source of foreign exchange through remittances, emigration has meant a drain on the skilled and enterprising segment of the population.

The Government of Western Samoa recognizes the basic right of individuals and couples to decide freely and sensibly the number and spacing of their children. Nevertheless, the Government has integrated programmes and policies that attempt and aim to alleviate the interrelated problems of population growth and to achieve maximum well being of its people into its overall development goals. For example, the maternal and child health and family planning programmes, nutrition service, environmental sanitation service, and health education all aim to develop and improve the welfare of the people and their quality of life. And population education has become a major concern of the health education programme. Health education officers of the Ministry of Health have been requested to speak on population education to several groups - e.g., workshop on population and labour by the Ministry of Sports, Youth and Culture, the Red Cross International Youth Camp, YMCA, Police, etc. Population education is also being taught by them in nurses training and in maternal/child health and family planning programmes, and also some church schools.

The Government of Western Samoa has also decided to embark on a school population education project as part of the junior high school curriculum development project. Population education will be integrated into the junior high school subjects, and teachers will be trained. At the Secondary Teachers College in Apia, the social science curriculum at the third year level for the training of teachers for junior high schools was re-written as a course in population education in 1983.

9. TRAINING METHODS USED

A wide variety of training methods was used in the workshop, not only as a means of training participants, but also as examples of the various training methods the participants might use in their own training programmes. Many of these required the active involvement of the participants.

Even before coming to the workshop, most of the participants were sent a copy of Booklet 3, Facts About Population, a self-learning module from the programme, "Implications of Population Growth on Development: A Learning Programme for Journalists and Students of Mass Communication" developed jointly by the Press Foundation of Asia, the Asia-Pacific Institute for Broadcasting Development, and the Unesco Regional Population Communication Unit. The module was sent out with instruction to complete it, and was intended to ensure a certain minimum knowledge of population facts on the part of the participants before coming to the workshop. Unfortunately, due to late nominations from some countries and the lack of time for some to prepare, not all the participants went through the module as intended before the workshop. However, the participants worked on the module and others during the course of the workshop.

During the workshop itself, many other training methods were employed:

a) Lectures and presentations by Laquian, Esmundo, Higginson, Dudley and Kondo

b) Tape/slide programme on "Introduction to Demography in Population Education" along with the Multi Media Package for Training of Teachers in Population Education, Unesco, Bangkok

c) Videotape, "Endangered Paradise", a film developed for the Micronesian countries on environmental problems

d) Panel discussions involving some important Samoan officials and resource persons

e) Self-learning modules/programmed instruction, including selected booklets from the programmes, "Implications of Population Growth on Development" and also, "Motivating Field Workers in Population Programmes" developed by the Unesco Population Communication Unit

f) Readings, including papers by the Unesco (ROEAP) Population Education Team and other selected articles

g) Role playing and other participatory methods

h) Group work--writing sample prototype training materials in population education

i) Try-out of materials with a class from the Secondary Teachers College

j) Field trip to observe population distribution patterns on the Island of Upolu.

Further details may be found in Appendix III, Programme of Activities. In addition, demographic statistics of Pacific island countries, selected lectures and presentations made during the workshop and a list of papers, materials and other resources used in the workshop as reading assignments or focus of discussions may be found in Part II of this report.

Unfortunately, some of the participatory methods used in the workshop do not lend themselves to easy description. The basic intent was to train participants in the use of these methods by demonstration and through their own active involvement. In other words, methodologies were not taught by presentations on "how to do it", but were actually demonstrated.

10. EVALUATION OF THE WORKSHOP

a) Objective

The purpose of the brief evaluation exercise was to i) gather opinions about the workshop itself from the viewpoints of the participants in order to improve future training workshops of this kind, and ii) to illustrate to the participants one method of possibly evaluating their own training workshop.

b) Methodology

The evaluation form shown in Appendix IV was administered to the participants on the last day, just before lunch and the closing ceremonies. Unfortunately, four participants were not available to complete the form.

The extent to which the major objectives of the workshop were achieved and the organizational aspects of the workshop were evaluated using a five point scale: 4 (Completely achieved) to 0 (not achieved). From the total tallies in each category, an average point rating was calculated for each objective and organizational feature, as well as an overall average rating.

c) The summary of the frequency of the tallies as well as the average point ratings are shown in the following pages.

EVALUATION OF OBJECTIVES

Objective	Frequency					Average Point Rating (on 0-4 point scale)
	Completely achieved (4 points)	Achieved to a large extent (3 points)	Moderately achieved (2 points)	Only partly achieved (1 point)	Not achieved (0 point)	
1. to develop understanding of population concepts	5	9	1			3.27
2. to analyze a) the role of population in development	5	9	1			3.27
b) population issues in your country and in the world	4	6	3	1		2.92
3. to develop awareness of a) ethical issues in population education	5	3	6	1		2.80
b) the importance of programme development for population education in out-of-school sector	5	6	3	1		3.00
4. to obtain insights about a) the organization of population education programmes in the region	3	10	2			3.07
b) methods of teaching, such as values clarification and discovery-oriented approaches	5	6	3			3.14
c) population-related decision-making	6	2	6			3.00
d) curriculum development in population education	4	9	2			3.13
e) instructional materials development for out-of-school population education	4	8	3			3.07
f) the linkage of formal and non-formal population education	4	5	2	3		2.71

Total average 3.03

EVALUATION OF ORGANIZATION

Item	Frequency					Average Point Rating (on 0-4 point scale)
	Very Good (4 points)	Good (3 points)	Satis-factory (2 points)	Poor (1 point)	Very Poor (0 point	
1. Planning and preparation of the training course	9	5	1			3.53
2. Provision for self-study	3	5	4	2	1	2.47
3. Duration of programme	4	6	5			2.93
4. Arrangement of time schedule	3	7	5			2.87
5. Usefulness of assignments	8	5	1			3.50
6. Amount of practical activities	4	3	5	1		2.77
7. Effectiveness of instructional materials and activities	7	6	2			3.33
8. Presentation of lectures/ talks	4	10	1			3.20
9. Presentation of country experiences	7	5	3			3.27
10. Quality of resource persons	8	5	2			3.40
11. Extent of friendly atmosphere	8	5	2			3.40
12. Adequacy of resource materials and library	3	4	5	3		2.47
13. Overall rating of programme	8	6	1			3.47
14. Other arrangements, e.g., hotel, travel	2	2	5	2	1	2.17

Total average 3.06

General Observation

1. What aspects of the programme did you find-

a. most useful ?

Actual development	10	Scope	1
Up-to-date resources	1	Panels	1
Everything	3	Demography	1
Talks	2		

b. least useful ?

None	2
Lectures	2
Panels	1

2. Suggest topics that you feel should have been included in the programme.

All OK	4
Glossary	1
Statistics	1
Criminology	1

3. What topic, in your opinion, was not sufficiently covered ?

None	6
Demography	1
Ethical values	1

4. Which, if any, topic should not have been included ?

All OK	7

5. Which method of presentation did you prefer ?

All OK	2	Slide/Tape	1
Participatory	5	Group Work	4
Theory/AV/Handouts	2	Modules	1

6. What changes/modifications would you suggest in the organization of the programme ?

More time for writing	3
Generally OK	5

7. What kind of follow-up activities do you propose to undertake after the programme ?

Integration and curriculum development	4
Form population education committee	2
Volunteer work	2
Teach population education	2

8. What kind of follow-up activities do you expect from us ?

More advice	3	Seminar for administrators/leaders	2
Report of workshop	3	Financial support	1
Visit by Regional Adviser	3		

9. Do you consider the training programme to be:

	Very important	Important	Less important	Not important
a. In general	12	3		
b. For your country	14	2		
c. For your own work	10	5		

Additional comments (if any) . . . .

. . . .

. . . .

10. Overall, were your expectations of the course fulfilled ?

Yes/No. If no, why?

Yes 14 No 1

11. Further comments/suggestions

Invite again 1

d) Discussion

i) Objectives

In general, the participants believed that the objectives of the training workshop were achieved to a large extent. On the five-point scale, 4-0, the average for all objectives was 3.03 (Achieved to a large extent). The highest average rating (3.27) was for the development of an understanding of population concepts, and also the role of population in development. The next highest average (3.14) was for methods of teaching and curriculum development in population education followed closely by instructional development for out-of-school population education programmes and organization of population education programmes in the region.

ii) Organization

The organizational aspects of the workshop were likewise thought to be "Good", with an average for all fourteen items, 3.06. Several points in particular were rated very high (3.53-3.20). These were:

Planning and preparation of the course

Overall rating of the programme

Quality of resource persons

Extent of friendly atmosphere

Effectiveness of instructional materials and activities

Presentation of country experiences

Presentation of lectures/talks

The lowest average rating was given to the hotel accomodations. This was largely due to the poor restaurant service at the hotel and the loud music at night.

iii) General Observations

Some of the condensed comments written on the forms are shown under each question with the frequency of mention. These comments generally reflect the overall high evaluation of the objectives and the organization. It will be noted that the participants were generally satisfied with the topics included in the workshop. Fourteen out of the 15 who responded felt that the workshop fulfilled their expectations.

Ten found the most useful aspect to be the actual development work and the participatory methods used. Most felt that the training was very important for their own country and their work.

11. CONCLUSION

From the formal evaluation by the participants, their informal comments and discussions, and expressions of gratitude and the generally positive feeling and atmosphere of the workshop, the objectives of the workshop seem to have been achieved to a large extent. Some participants came with very little background in population and population education, including teaching/training experience, and one may wonder why they were nominated in the first place. However, it is hoped that they left with a greater understanding of population and population education, some skills, and a commitment to pursue training activities in population education in their own home countries.

Much credit should go to the individuals from the Department of Education responsible for organizing the workshop in Apia, as well as the high quality of resource persons who participated. While there is no substitute for a real-life presentation by an expert, some of the lectures are compiled for reference in Part II, especially for the benefit of other trainers who did not have the opportunity to participate in the workshop.

Most of the participants thought that the second week, when they sat down to write some training materials in groups, was most useful. It is hoped that they learned to develop training materials by doing it. The sample prototype training materials produced by the groups should prove useful in furthering population education in the Pacific.

LIST OF APPENDICES

I. Participants

II. Opening Address by Hon. LeMamea Ropati
Minister of Education
Government of Western Samoa

III. Programme of Activities

IV. Evaluation Forms

APPENDIX I

PARTICIPANTS

INAUGURAL CEREMONY

Hon. Afioga LeMamea Ropati - Minister of Education, Government of Western Samoa

Magele Perefoti Tamati - Director of Education, Government of Western Samoa

Mr. F.L. Higginson - Chief, Unesco Office for the Pacific States and Unesco Representative for the Pacific

Mr. A.K. Kondo - Unesco Regional Adviser for Population Education in the Pacific

COUNTRY PARTICIPANTS

Cook Islands

Mr. Kaoiti Marurai
Head of Social Science Department
Titikaveka College
RAROTONGA

Mr. John Tangi
Director of Community Development
Ministry of Internal Affairs
RAROTONGA

Federated States of Micronesia

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Ministry of Education
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Bikenibeu
TARAWA

Fiji

Ms. Kesa Seniloli
Teacher.
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SUVA

Marshall Islands

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MAJURO

Mr. Paul Tonyokwe
Population Education Specialist/
Trainer
Ministry of Education
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MAJURO

Solomon Islands

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Coordinator, Population Education
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SU'U Secondary School
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HONIARA

Kiribati

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Ministry of Health & Family Planning
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Bikenibeu
TARAWA

Palau

Ms. Christina Kadoi
Project Director, Population Education
Bureau of Education
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KOROR

Tonga

Mr. Vainga Tonga
Assistant Lecturer
Teacher Training College
P.O. Box 123
NUKU'ALOFA

Mr. Kekekele 'Akau'ola
Supervising Teacher
Curriculum Development Unit
Ministry of Education
P.O. Box 61
NUKU'ALOFA

Western Samoa

Mrs. Beverly Hellesoe
Senior Tutor
School of Nursing (Post Basic)
Health Department
APIA

Mrs. Neri Fepuleai
Social Science Organiser
Education Department
APIA

Mrs. Tili Afamasaga
Principal
Secondary Teachers College
P.O. Box 201
APIA

Mr. Manu Aoete Apelu
Rural Work Director
Y.M.C.A.
P.O. Box 893
APIA

Mrs. Galumalemana Netina Schmidt
Deputy Director of Education
Ministry of Education
APIA

Ugapo P. Ulale
Senior Education Officer
Ministry of Education
APIA

RESOURCE PERSONS

Mr. A.A. Laquian - UNFPA Deputy Representative and Senior Adviser on Population

Mr. R. Dudley - ILO Regional Adviser for Labour and Population

Dr. R. Esmundo - Team Leader/Medical Officer, WHO/UNFPA Family Health Field Advisory Services, Suva

Mr. F.L. Higginson - Chief, Unesco Office for the Pacific States and Unesco Representative for the Pacific

Mr. K. 'Akau'ola - Agricultural Education Specialist, Tonga

Mr. B.L. Bhan - UNFPA Programme Development Adviser

Mr. A.K. Kondo - Unesco Regional Adviser for Population Education in the Pacific

PANELISTS

Topic: Population and Social & Cultural Development

Dr. Emosi Puni - National Hospital, Department of Health

Rev. Lale Ieremia - General Secretary, Christian Congregational Church of Samoa

Mr. Tate Simi - Acting Commissioner of Labour

Mr. Lafi Sanerivi - YMCA General Secretary

Mr. A.A. Laquian - UNFPA Deputy Representative and Senior Adviser on Population

Chairperson:

Mrs. Tili Afamasaga - Principal, Secondary Teachers College

Topic: Population and Economic Development

Mr. Rupeni Muaqututi'a - Statistics Department

Mr. Tauiliili Uili Meredith - Chief Coordinator, National University of Samoa

Ms. Lucia Sefo - Economic Development Officer

Mr. Rueben Dudley - ILO Regional Adviser for Labour and Population

Chairperson:

Mrs. Galumalemana N. Schmidt - Deputy Director of Education

CLOSING CEREMONIES

Mrs. Tili Afamasaga, Chairperson

Mrs. Galumalemana Netima Schmidt, Deputy Director of Education

Mr. Bushan L. Bhan, UNFPA Programme Development Adviser

Mr. Kamaua Iobi, Kiribati, Spokesman for Participants

Mr. Allan K. Kondo, Unesco

APPENDIX II

OPENING ADDRESS

by

Hon. LeMamea Ropati
Minister of Education
Government of Western Samoa

As Minister of Education, I wish on behalf of our Government to welcome you all to Western Samoa. Talofa lava!

The focus of this gathering here today, which is population education towards a higher quality of life, promises much for each of the little island states of the Pacific where man remains the most precious economic resource. As such, man should be treated endogenously in all national plans and, as rightly perceived by UNFPA, man deserves the most central and crucial role in international attention. The fact that population education is programmable and the fact that the 1974 Bucharest Conference has initiated action programmes point to the necessity of our sustaining the momentum.

Although insignificant in terms of the world's 4.5 billion people, Pacific Man is as guilty as the rest of the world of creating the social and economic conditions which justify population education. Like the rest of homo sapiens Pacific Man has been engaged in manipulating his environment and in turn has been manipulated by it. Today he is faced with under-employment, unemployment and poverty, though he is not as unfortunate as Man in other parts of the world where hunger, illiteracy and ill health are chronic. Due to his ignorance of his own physiology and of his own behaviour, Man produces more children than can be cared for while his ignorance of health measures has contributed to his living much too short a life. When economic conditions are favourable he eats more than is really good for him and leads a dangerously hectic life so that his life expectancy is short. When he is not killing himself through ignorance of the effects of the life styles he has created for himself, he is engaged in accumulating enough economic resources to kill thousands in warfare, thereby condemning similar numbers who are deprived of economic means to suffer from starvation.

It has been said that we are all actors on the population stage, for as private people we make decisions to stay single or to get married, to emigrate, or to send our children to school. Although they are private decisions they result in the particular size and structure of of population, growth rates, fertility rates, urbanization, age distribution and maternal and infant mortality, etc.

From here, it is absolutely clear that change in population issues can only be effected by changing the bases on which such population decisions are made.

What I am saying is that if it is the ignorant mind that breeds the population problems of poverty, of conflict, of illiteracy, etc., it is logical that change must result from educating the ignorant minds of men, women and children.

Given that population is a multi-faceted phenomenon influencing development and is affected by it, population education must be a shared responsibility. Inherently, it is a multi-disciplinary concern requiring the help of health workers, demographers, economic specialists, teachers, etc. Their work should be geared towards the understanding and management of economic resources and how man may be affected by the status of such resources. In addition, population education must address problems in health, nutrition and family planning.

With better understanding of Man as a social animal from the work of demographers and social scientists, population education as a programme is now in a position to address problems related to major shifts in population structure and to periodically review trends.

To facilitate the implementation of national and global strategies, it is essential that the political will be solicited, for ultimately such strategies should aim to bring about respect for human life and a society that is both secure and viable so that individuals bear only the number of children for whom they can provide the fullest opportunities for growth - physically, morally, socially and spiritually.

No doubt, each participant present here today is aware of the uniqueness of each of the Pacific countries in the way individual countries perceive their population problems due to different cultural, political, social and economic conditions. Despite the differences, it is my fervent hope that the common desire in us all to provide a better world for our children, will bind us in our effort for education towards self-reliance. In international gatherings such as this, we can at least compare notes. In this connection, I would like to thank Unesco and UNFPA which have made this seminar possible.

I wish each of you the best in your discussions and deliberations and the visitors a good time in Samoa and later a pleasant trip back home.

On that note, I have great pleasure in declaring open the Regional Workshop on Training in Population Education. Soifua.

APPENDIX III

PROGRAMME OF ACTIVITIES

DAY/DATE	SESSION	ACTIVITY
Monday 5 November 1984	0900-0930	Registration of participants
	0930-1000	Agenda Item 1: Inaugural Session
	1000-1030	Tea break
	1030-1115	Agenda Item 2: - Election of officers of the workshop - Approval of provisional schedule of training workshop
	1115-1200	Training Needs in Population Education in the Pacific (Kondo)
	1200-1330	Lunch break
	1330-1630	Agenda Item 3: Exchange of experiences in population education (country reports)
	1630-1730	Self-Study Module
Tuesday 6 November 1984		Agenda Item 4: Presentations and discussions to develop knowledge base in population
	0830-1200	Introduction to Demography (Unesco tape/ slide programme)
	1330-1430	Population Trends: the World and the Pacific (Laquian)
	1430-1530	Population, Labour and Migration in the Pacific (Dudley)
	1530-1630	Population, Health and Nutrition (Esmundo)
	1630-1730	Self-Study Module

DAY/DATE	SESSION	ACTIVITY
Wednesday 7 November 1984	0830-1000	Population and Social and Cultural Development (Panel Discussion)
	1030-1130	Factors in Fertility (Esmundo)
	1130-1230	Population and the Environment (Videotape: Endangered Paradise)
	1330-1500	Population and Economic Development (Panel Discussion)
	1500-1600	Population and the Quality of Life (Kondo)
	1600-1630	UNFPA Programmes in the Pacific (Laquian)
	1630-1730	Self-Study Module
Thursday 8 November 1984		Agenda Item 5: Presentations to develop knowledge and competencies in population education development
	0830-0930	Orientation to Population Education (Kondo)
	0930-1030	Programme Development in Out-of-School Population Education (Dudley)
	1100-1200	Curriculum and Instructional Materials Development in Population Education (Kondo)
	1330-1500	Methodologies in Teaching Population Education (Kondo)
	1500-1630	Linkages between Formal and Non-formal Population Education (Kondo/Dudley)
	1630-1730	Self-Study Module
Friday 9 November 1984	0830-1000	Evaluation in Population Education (Higginson)
	1030-1200	Ethical Values and Controversial Issues in Population Education (Kondo)

DAY/DATE	SESSION	ACTIVITY
	1330-1630	Agenda Item 6: Strategies and methodologies in designing and implementing training programmes in population education (Kondo)
Saturday 10 November 1984	All Day	Field Visit (Afamasaga, Ulale)
Monday 12 November 1984	All Day	Agenda Item 7: Development of prototype training curricula for formal and non-formal training programmes Break up into three groups: Sex Education (Kondo) Family Life Education (Dudley) Nutrition-Oriented Mixed Gardening ('Akau'ola)
Tuesday 13 November 1984	All Day	Group Work Continue development of sample training materials
Wednesday 14 November 1984	All Day	Group Work Continue development of sample training materials Organize try-out demonstration
Thursday 15 November 1984	A.M.	Try-out of sample training materials with Secondary Teachers College students
	P.M.	Review/Critique/Report of try-out Revise materials
Friday 16 November 1984	0830-1200	Presentation of Group Reports and Sample Training Materials
	1200-1230	Evaluation of workshop
	1400-1430	Agenda Item 9: Closing ceremonies

APPENDIX IV

EVALUATION OF WORKSHOP

Instructions: We would like to have your views on the training programme and on your participation to help us to improve the programme. Please fill this form according to the instructions given at the beginning of each section.

Information relating to trainees' background

Please answer these questions

1. Name . . . .
2. Sex M . . . . F . . . .
3. Age . . . .
4. Nationality . . . .
5. Civil status: Married . . . . . . Single . . . .

   Widow/Widower . . . .
6. Position/Occupation . . . .
7. Institution . . . .
8. Academic and professional qualifications . . . .

   . . . .

   . . . .
9. Professional service . . . .

   . . . .
10. Experience in teaching population education/preparing materials in this field/organizing programmes

    . . . .

    . . . .
11. Previous training - Pre-service . . . .
12. Previous training - In-service . . . .

Objectives: Please place mark under the column which describes the extent to which you think each objective of the training programme has been achieved.

	Completely achieved	Achieved to a large extent	Moderately achieved	Only partly achieved	Not achieved
1. to develop understanding of population concepts					
2. to analyze a) the role of population in development					
b) population issues in your country and in the world					
3. to develop awareness of a) ethical issues in population education					
b) the importance of programme development for population education in out-of-school sector					
4. to obtain insights about a) the organization of population education programmes in the region					
b) methods of teaching, such as values clarification and discovery-oriented approaches					
c) population-related decision-making					
d) curriculum development in population education					
e) instructional materials development for out-of-school population education					
f) the linkage of formal and non-formal population education					

Organization: Please check each item in the appropriate column according to how you rate these features of the training programme.

	Very Good	Good	Satis-factory	Poor	Very Poor
1. Planning and preparation of the training course					
2. Provision for self-study					
3. Duration of programme					
4. Arrangement of time schedule					
5. Usefulness of assignments					
6. Amount of practical activities					
7. Effectiveness of instructional materials and activities					
8. Presentation of lectures/ talks					
9. Presentation of country experiences					
10. Quality of resource persons					
11. Extent of friendly atmosphere					
12. Adequacy of resource materials and library					
13. Overall rating of programme					
14. Other arrangements, e.g., hotel, travel					

General Observations

1. What aspects of the programme did you find-

   a. most useful ?

   b. least useful ?

2. Suggest topics that you feel should have been included in the programme.

3. What topic, in your opinion, was not sufficiently covered ?

4. Which, if any, topic should not have been included ?

5. Which methods of presentation did you prefer ?

6. What changes/modifications would you suggest in the organization of the programme ?

7. What kind of follow-up activities do you propose to undertake after the programme ?

8. What kind of follow-up activities do you expect from us ?

9. Do you consider the training programme to be:

	Very important	Important	Less important	Not important
a. In general	____	____	____	____
b. For your country	____	____	____	____
c. For your own work	____	____	____	____

Additional comments (if any) . . . .

. . . .

. . . .

10. Overall, were your expectations of the course fulfilled ?

Yes/No. If no, why ?

11. Further comments/suggestions.

Part Two

Resources

Selected Demographic Tables, Lecturers, Papers and Materials Recommended and Used in Workshop

Demographic Tables

1. 1983 Demographic Estimates for Asia and Pacific Countries and Areas in the ESCAP Region
2. Population, Land and Sea Areas
3. Demographic Characteristics
4. Employment Patterns
5. Sex, Age, Economically Active and Urban Distribution
6. Social Characteristics

BEST COPY AVAILABLE

1983 Demographic estimates for Asian and Pacific countries and areas in the ESCAP region

Country, area and regions	Mid-1983 population (thousands)	Average annual growth rate (per cent)	Total fertility rate	Infant mortality rate	Density (persons per km²)	Population projected (thousands)
ESCAP	2 621 318	1.72	3.6	86	94	3 275 904
EAST ASIA	1 224 169	1.28	2.4	38	104	1 447 637
China	1 037 882	1.33	2.6	40	108	1 238 328
Hong Kong	5 313	1.80	1.8	10*	5 084	6 763
Japan	119 260	0.63	1.8	7*	320	128 622
Mongolia	1 803	2.65	4.8	49	1	2 673
Republic of Korea	39 951	1.55	2.6	34	404	51 153
SOUTH-EAST ASIA	381 888	1.99	4.0	85	85	518 882
Brunei	209	4.23	–	13*	36	341
Burma	35 483	2.00	4.7	105	52	52 070
Democratic Kampuchea	6 888	2.86	5.1	157	38	9 918
Indonesia	159 434	1.75	3.8	106	84	204 486
Lao People's Democratic Republic	3 941	2.28	6.8	121	17	5 769
Malaysia	14 738	2.23	3.5	40	45	20 308
Philippines	52 086	2.47	4.2	50	174	74 810
Singapore	2 502	1.20	1.7	11*	4 305	2 976
Thailand	49 568	2.06	3.5	50	96	66 115
Viet Nam	57 039	2.01	4.3	75	173	78 980
SOUTH ASIA	1 011 483	2.16	4.7	119	149	1 384 516
Afghanistan	14 284	2.26	6.9	203	22	24 190
Bangladesh	95 830	2.72	6.1	132	665	145 800
Bhutan	1 360	2.03	5.5	143	29	1 893
India	729 704	1.97	4.3	117	222	960 428
Iran	42 518	2.97	6.8	100	26	65 517
Maldives	168	2.78	–	79*	564	284
Nepal	15 738	2.33	6.2	143	112	23 048
Pakistan	96 227	2.73	5.8	119	120	142 554
Sri Lanka	15 634	1.83	3.3	37	238	20 843
PACIFIC	23 771	1.76	2.7	38	3	29 069
Australia	15 406	1.58	2.1	10**	2	16 944
Cook Islands	18	–0.41	4.1	29+	76	18
Fiji	663	1.84	3.1	28	36	821
Guam	117	1.27	–	11	213	133
Kiribati	61	1.61	4.7	87	84	75
Nauru	8	0.00	–	–	400	9
New Zealand	3 203	1.41	2.0	12	12	3 615
Niue	3	–3.08	–	–	12	3
Papua New Guinea	3 508	2.68	5.9	97	8	5 292
Samoa	161	0.87	6.7	42	57	182
Solomon Islands	259	3.77	7.3	46	9	457
Tonga	103	2.07	–	–	148	140
Trust Territory of Pacific Islands	123	2.50	–	29	90	168
Tuvalu	8	1.28	2.8	42	51	9
Vanuatu	130	3.21	–	–	11	223

Source: ESCAP Population Division

POPULATION, LAND AND SEA AREAS OF PACIFIC ISLAND COUNTRIES

Country	Estimated population (mid 1981) (a)	Land area (sq. km.) (b)	Sea Area ('000 sq. km.) (c)	Population density (persons/ sq. km.) (a)/(b)	Estimated annual % Growth Rate (a) (last 10 years)	(last 5 years)	Estimated percentage growth 1971-81 (a)	Latest census year	Total populat latest
American Samoa	33 200	197	390	169	1.8	1.8	20	1980	32 29
Cook Islands	17 400	240	1 830	74	-1.9	1.1	-18	1981	17 75
Federated States of Micronesia	79 500	701	2 978	113	3.2	3.3	37	1980	73 16
Fiji	646 500	18 272	1 290	35	1.9	2.0	21	1976	588 0
French Polynesia	149 800	3 265	5 030	46	2.1	1.9	24	1977	137 3
Guam	107 000	541	218	197	2.1	2.0	23	1980	105 97
Kiribati	59 900	690	3 550	85	1.8	2.1	19	1978	56 21
Marshall Islands	31 800	181	2 131	176	3.3	3.0	39	1980	30 8
Nauru	8 100	21	320	348	1.9	2.4	21	1977	6 9
New Caledonia	142 500	19 103	1 740	7	1.7	1.2	19	1976	133 2
Niue	3 200	259	390	13	-4.3	-3.3	-37	1981	3 2
Northern Mariana Is.	17 600	471	1 823	37	4.2	4.4	50	1980	16 7
Palau	12 400	494	629	25	..	-0.3	..	1980	12 11
Papua New Guinea	3 060 600	462 243	3 120	7	2.1	2.2	23	1980	3 010 72
Pitcairn	100	5	800	20	..	..	..	1981	9
Solomon Islands	235 000	27 556	1 340	9	3.4	3.3	40	1976	196 82
Tokelau	1 600	10	290	160	-0.6	0.0	-6	1981	1 57
Tonga	98 400	699	700	141	1.5	2.0	16	1976	90 0
Tuvalu	7 600	26	900	292	2.7	1.7	31	1979	7 34
Vanuatu	119 900	11 880	680	10	3.7	4.2	44	1979	111 25
Wallis and Futuna	11 200	255	300	44	2.8	4.0	32	1976	9 19
Western Samoa	156 000	2 935	120	54	0.7	0.7	8	1981	158 13
South Pacific Region	4 999 300	550 044	30 569	9	2.1	2.1	23.0		
South Pacific Region (excluding PNG)	1 941 000	87 801	27 449	22					

Sources and Notes:

(a) SPC population estimates made early 1981 are not necessarily exactly equal to later official estimates or census results.

(b) SPC (1975). Population 1974. Statistical Bulletin No. 7, Noumea.

(c) Very rough unofficial estimates of area of sea that could be included in 200-mile Exclusive Economic Zones. Derived from Klawe, W.L. : (1978). Estimates of catches of Tunas and Billfishes by the Japanese, Korean and Taiwanese longliners from within the 200-mile economic zone of the member countries of the South Pacific Commission. Occasional Paper No. 10, Noumea, South Pacific Commission.

(Note: A number of international boundaries have not been settled and these are merely indications of order of magnitude.)

DEMOGRAPHIC CHARACTERISTICS OF PACIFIC ISLAND COUNTRIES

Country	CBR(a)		CDR(a)		Natural increase		TFR(a)		Life expectancy at birth		Infant mortality	
	Rate	Year	Rate	Year	Rate	Year	Rate	Year	Expec.	Year	Rate	Year
American Samoa	33(b)	80	5(b)	80	28	80	5.4(d)	71-73	67(d)	69-71	19(b)	80
Cook Islands	27(e)	76-78	9(e)	76-78	18	76-78	4.5	76	65(c)	76	37(e)	76-78
Federated States of Micronesia(k)	34	80	5	80	29	80	..		..		38	80
Fiji(f)	31	76	7	76	24	76	4.0	76	62	76	46	76
French Polynesia(g)	31	77-79	7	77-79	24	77-79	4.4	77	61	71-76	47	71-76
Guam(h)	28	80	4	80	24	80	3.8	77	74	76-78	16	80
Kiribati(i)	35	78	14	78	21	78	4.7	78	52	78	87	78
Marshall Islands(k)	35	79	3	79	32	79					25	79
Nauru	41	76-81	11	76-81	30	76-81	..		55	76-81	31	76-81
New Caledonia(l)	27r	79r	7	79r	20r	79r	4.1	75-77	64	76	25r	79r
Niue(m)	26	71-76	7	71-76	19	71-76	4.3	71-76	62	71-76	33	71-76
Northern Mariana Is.(n)	35	79	7	79	28	79	..		..		38	79
Palau(k)	21	79	4	79	17	79	..		..		46	79
Papua New Guinea(o)	44	76	16	76	28	76	7.1	71	49	71	125	71
Pitcairn	..		..		..		..		..		..	
Solomon Islands(p)	45	76	12	76	33	76	7.3	71-76	54	76	46	76
Tokelau(q)	24	77-79	7	77-79	17	77-79	..		..		45	77-79
Tonga(r)	31	76	10	76	21	76	4.9	75	58	76	60	76
Tuvalu(s)	24	79	15	79	9	79	2.8	79	59	79	42	79
Vanuatu(t)	45	78	15-19	78	28	78	..		50-60	61-63	97-107	61-63
Wallis and Futuna(u)	37	77-78	6	77-78	31	77-78	6.5	74-78	.62	74-78	45	74-78
Western Samoa(v)	37	71-76	8	71-76	29	71-76	6.7	71-76	62	71-76	36	71-76

EMPLOYMENT PATTERNS OF PACIFIC ISLAND COUNTRIES
(Percentage distribution)

Country	Year of census	Agri-culture Div. 1(a)	Mining Div. 2	Manufac-turing Div. 3	Electri-city Div. 4	Cons-truction Div. 5	Trade Div. 6	Trans-port Div. 7	Finance Div. 8	Services Div. 9	Not described Div. 0	Non agric. employ-ment
		% of Total	% of Total	% of Total	% of Total	% of Total	% of Total	% of Total	% of Total	% of Total	% of Total	% of Total
Cook Islands	1976	22	-	10(b)	2	6	10	8	1	34	7	78
Fiji	1976	44	1	7	1	6	10	5	2	17	7	56
French Polynesia	1977	17	-	8	1	10	18(c)	7	0	39	-	83
Guam	1979	1	-	6	0	17	26(c)	0	0	50(d)	-	
Kiribati	1978	7	5	3	3	15	14	10	0	43	-	93
Nauru	1966	0	69	0	0	7	4	1	12	6	1	100
New Caledonia	1976	28	5	12	1	10	14(c)	6	0	24	-	72
Niue	1976	10	-	3(b)	3	4	6	13	0	55	5	90
Papua New Guinea	1971	57	1	3	0	5	3	3	12	4	12	43
Solomon Islands	1976	45	-	6	1	7	8	6	1	26	-	55
Tonga	1976	51	-	2	1	6	4	4	0	22	10	49
Tuvalu	1979	4	-	7	2	25	11	12	1	38	-	96
Wallis and Futuna	1976	78	..	2	..	4	2	1	..	13	..	22
Western Samoa	1976	61	-	3	1	5	6	5	1	18	-	39

SEX, AGE, ECONOMICALLY ACTIVE AND URBAN DISTRIBUTIONS

Country	Census date	Sex ratio M per 100 F		Percentage of Population in age group			Mean age	Dependency ratio	Percentage of population aged 15-64 economically active				Percentage of population	
									Total economically active		Economically active in cash economy			
		Total pop.	Age gr. 15-64	0-14	15-64	65+			M	F	M	F	Urban	Main urban centre
American Samoa	1980	103	99	40-9	56.2	2.9	23.4	78.0	69	38	55	31	43	36
Cook Islands	1981	107	108	42.7	52.9	4.4	22.2	116.1	81	39	61	31	27	27
Federated States of Micronesia	1980	105	101	46.4	50.1	3.5	22.1	99.7	..	..	..	..	..	..
Fiji	1976	102	100	41.1	56.4	2.5	22.9	77.3	86(e)	18(e)	..	..	37	20
French Polynesia	1977	111	116	42.0	55.1	2.9	23.2	81.6	75(f)	36(f)	..	..	59	57
Guam	1980	109	113	34.9	62.3	2.8	25.1	61.0	..	..	87(h)	37(h)	91	91
Kiribati	1978	97	94	41.1	55.3	3.6	23.4	75.8	88	63	39	9	36	32
Marshall Islands	1980	106	102	50.5	46.4	3.1	20.6	115.4	..	..	..	..	60	38
Nauru	1977	119(a)	109(a)	44.2(a)	54.0(a)	1.8(a)	20.9(b)	85.1	94(i)	19(i)	94(i)	19(i)	100	100
New Caledonia	1976	108	112	38.6	57.6	3.7	24.8	73.4	71(f)	41(f)	..	..	61	53
Niue	1976	101	96	46.1	47.3	6.6	23.7	111.4	78	29	60	24	21	21
Northern Mariana Is.	1980	111	119	40.6	56.5	2.9	23.6	77.0	..	..	..	..	94	87
Palau	1980	108	112	39.9	54.8	5.3	25.0	82.5	..	..	..	..	63	63
Papua New Guinea	1980	110	109	43.1	55.3	1.6	22.2	80.7	53(g)	25(g)	42(g)	14(g)	13	4
Pitcairn	1976	124	120	21.6	55.4	23.0	39.7(b)	80.4	..	..	..	..	..	..
Solomon Islands	1976	109	104	47.9	48.7	3.4	21.7	105.2	..	..	37	8	9	8
Tokelau	1976	90	73	46.3	46.2	7.5	25.3	116.6	90	12	..	..	..	..
Tonga	1976	105	100	44.4	52.2	3.3	22.9	91.4	72	14	22	7	26	20
Tuvalu	1979	88	74	33.5	61.8	4.7	26.9(c)	61.7	93	78	38	12	30	30
Vanuatu	1979	113r	115r	45.6r	51.4r	2.9r	21.1r	94.4r	50(d)	45(d)	..	..	18	13
Wallis and Futuna	1976	100	98	46.6	50.2	3.3	22.4	99.3	87(f)	47(f)	..	..	..	..
Western Samoa	1976	107	104	48.2	48.8	3.0	21.3	104.7	81	17	30	14	21	21

Sources: Reports on censuses of indicated years (SPC, 1981)

Notes:

(a) Nauruans only.
(b) Calculated from five-year age groups.
(c) Excludes non-indigenous.
(d) 1967 Census.
(e) Population aged 15-59.
(f) Population aged 14-59.
(g) Population aged 10 and over.
(h) Population aged 12 and over.
(i) 1966 Census.

SOCIAL CHARACTERISTICS OF PACIFIC ISLAND COUNTRIES

Country	Census year	Percentage of males/females aged 15+						Percentage of population 15+ not attending school who have received				Percentage of population 15 years and over born			Number of persons	
		Married		Widowed per 100 ever married		Divorced/ separated per 100 ever married		No education	Primary	Secondary	Tertiary	Outside SP area	Inside SP area	In country	per medical doctor (a)	per hospital beds (b)
		M	F	M	F	M	F									
American Samoa	1974	58	60	1	8	2	3	5	44	40	11	36	..	64	1133	171
Cook Islands	1976	53	58	8	11	2	2	..	..	..	..	8	1	91	1093	114
Federated States of Micronesia	1973	58	61	5	13	4	5	15	78	4	3	..	..	..	..	..
Fiji	1976	59	61	3	11	2	3	15	64	18	3	3	2	95	2233	354
French Polynesia	1977	41	66	5	10	3	3	..	..	..	..	13	..	87	1036	158
Guam(c)	1970	62	63	2	7	4	3	..	..	..	..	..	..	..	1214	537
Kiribati(d)	1978	62	59	5	17	4	11	5	83	11	1	1(e)	2(e)	97(e)	1953	196
Marshall Islands	1973	59	63	4	11	3	5	8	86	4	2	..	..	..	..	..
Nauru	1977	..	..	..	..	..	..	..	..	..	..	..	..	..	700	34
New Caledonia	1976	52	57	5	12	3	3	..	..	..	..	..	..	75	815	101
Niue	1976	54	57	6	17	1	4	..	43	52	5	4	9	57	1650	71
Northern Mariana Is.	1973	59	56	4	10	2	3	4	80	14	2	..	..	..	..	..
Palau	1973	51	55	3	11	4	7	6	79	8	7	..	..	..	..	..
Papua New Guinea (f)	1971	55	69	6	9	2	1	..	..	..	..	2	0	98	15620	243
Solomon Islands	1976	58	65	8	12	1	2	49	46	4	1	1	2	97	6250	163
Tokelau	1976	64	54	4	16	0	1	..	..	..	..	1	9	90	400	51
Tonga	1976	52	55	5	12	2	3	0	50	46	3	..	..	99	2865	299
Tuvalu	1979	51	44	8	19	2	7	1	90	9	0	..	..	..	1875	97
Vanuatu	1967	57	66	8	12	1	1	..	..	..	..	1	3	96	5327	153
Wallis and Futuna	1976	52	49	7	16	2	2	..	..	..	..	0	0	100	2700	77
Western Samoa	1976	51	57	3	11	5	8	..	78	20	2	2	0	98	2768	224

Lectures and Papers

1. The World as an Island :
   Population Trends in the World and the Pacific,
   by A.A. Laquian

2. Population, Labour and Migration in the Pacific,
   by R. Dudley

3. Population, Health and Nutrition,
   by R. Esmundo

4. Factors in Fertility, by R. Esmundo

5. Population and the Quality of Life,
   by A.K. Kondo

6. Towards a Better Understanding of Population Education,
   by L. dela Cruz*

7. Curriculum Development for Out-of-School Population
   Education, by A.A. Khan*

8. Concepts and Practice of Evaluation (Outline),
   by F.L. Higginson*

9. Training Modalities in Population Education,
   by L. dela Cruz*

10. Objectives of Family Life Education, by R. Dudley*

*Papers given out at workshop

THE WORLD AS AN ISLAND : POPULATION TRENDS IN THE WORLD AND IN THE PACIFIC

by

A.A. Laquian*

At first glance, population trends in the Pacific (where about five million people live) do not have too significant an effect on world population trends. Population changes in very small islands, however, do have a symbolic significance in that when such islands are truly isolated, they may be seen as representing the world. In such an island-world, land and resources are severely limited. The good life -- in terms of food, living space, satisfactory social inter-actions -- is possible for as long as the competition among people for the scarce resources does not reach critical levels. When too many people compete for meagre resources to an extent that the quality of life diminishes, then, that island world is faced with crisis.

Global Population Trends

By mid-1983, the world population reached 4.7 billion. This was 27% greater than the world population in 1970 and 54% greater than the population in 1960. At present, the world population is growing at 1.75% per year. At this rate, we can expect that by the year 2000, the global population would reach 6.2 billion (See Table 1).

If an annual growth rate of 1.75% does not appear too high, one must consider that in the 12 month period between 1 July 1982 and 30 June 1983, about 82 million people were added to the world's population. The bulk of this increase (about 90%) occured in developing countries where 75% of the world's population is already residing.

The fastest growing region in the world today is Africa, where the crude birth rate is about 45 per 1,000. Although the crude death rate in Africa (16 per 1,000) is high, net population growth is still very high so that Africa's population grew from 359 million in 1970 to 516 million in 1983.

The largest share of population in the world is in Asia, where close to 2.8 billion people live (58.7% of the world's population). The crude birth rate in Asia, at 29 per 1,000, is close to the world's average of 28 per 1,000. Since 1973, the rate of growth in Asia has been steadily declining. This has mainly been due to family planning trends in the Peoples Republic of China, however, where the "one child family"

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Table 1. Population estimates, 1950, 1960, 1970, 1983 and 2000, by region

Region	Mid-year population (in millions)				
	1950	1960	1970	1983	2000*
World	2,536	3,063	3,722	4,721	6,246
Africa	222	278	359	516	846
Asia	1,397	1,713	2,130	2,771	3,705
Latin America	166	218	286	390	560
North America	166	199	226	259	296
Europe and USSR	572	640	703	761	809
Oceania	12	16	19	24	29

*Projections prepared by the U.S. Bureau of the Census, based on 1985 population projections and assumed trends of growth for selected countries and sub-regions of the world from 1985 to 2000. (See: U.S. Bureau of the Census, Statistical Abstract of the United States 1983, Washington, D.C., 1984).

policy and other population limitation programmes have been very successful. Even at that, China, with a population of more than 1 billion, already accounts for a quarter of the world's population.

Rapid population growth is not only the world's main problem. As indicated in the last International Conference on Population held in Mexico City last August 1984, three other problems exist: rapid rural to urban migration, urbanisation and international migration.

Rural to urban migration is denuding the countryside of the best people and adversely affecting agricultural production. At a time when more and more people need food, agricultural productivity is not keeping pace with rapid population growth. Migration to cities is also creating very large cities that are unable to provide the employment, services and amenities needed by people living at very high densities.

According to the Mexico Declaration, 3 billion people or 48% of the world's population will be living in cities by the year 2000 if present trends continue. The spectre of a Mexico City with 32 million people by the turn of the century looms very large. Most of the world's largest cities (those with 5 million and above inhabitants) would, however, be in Asia. The problem is that most of these cities are already plagued with problems of lack of water and sanitation facilities as well as slum and squatter communities and their continued growth will only mean further human misery and problems.

As far as international migration is concerned, the trend in the past two decades has been the massive influx of "guest workers" into the oil-rich Middle East, the inflow of illegal migrants into North America and the growing number of refugees in Africa and other regions.

According to the Intergovernmental Committee for Migration, there are about 5 million undocumented or illegal migrants in North America, 3 million in Latin America, and 1.5 million in Europe. There are also about 14 million refugees all over the world, six million of these in Africa alone. This massive number of people who have been dislocated require international assistance. However, since migration and refugees are national responsibilities, international assistance can do little to solve the problems.

To sum up, the world picture has cause for some optimism and for alarm. In general, the overall population growth trends have shown a decrease world-wide within the past two decades. Even with this slight decrease, however, the prospects for reaching "zero population growth" are not in sight within our life time.

A worrisome trend is the fact that, with the decrease of population growth from 2.0 to 1.75 within the last ten years, international assistance for population programmes is also tending to decline. World leaders seem to be having the idea that the population problem is 'solved' already and that additional efforts are not needed. If population assistance is decreased at this particular time, the growth trends might rise again and the gains in the past two decades will be washed away.

Focus on the Pacific

As far as the Pacific is concerned, the dozen or so countries in the region show such a marked discrepancy in patterns that it is difficult to generalise. The demographic picture can be seen statistically from Table 2 (attached).

For ease of analysis, it is useful to divide countries in the Pacific into three categories. Category I will be the large countries where population densities are still low because land masses are relatively big (Papua New Guinea, Solomon Islands and Vanuatu). Category II will be medium-sized countries where population densities are already high but more people can be accommodated because the countries have more land or untapped resources (Fiji, Samoa and Tonga). Category III will be mainly atoll countries where population densities are very high and there are also evidences of population pressures on resources (Cook Islands, Kiribati, Nauru, Tuvalu and the Trust Territory of the Pacific Islands).

Category I Countries

In Cateogry I countries, annual population growth rates are still extremely high, ranging from 2.6% in Papua New Guinea to 3.5% in Solomon Islands. The high growth rates are due to very high crude birth rates, ranging from 40 per 1,000 in PNG to 44.6 per 1,000 in Solomon Islands. In these countries, crude death rates are also very high (from 11.7 per 1,000 in Solomon Islands to 14 per 1,000 in Vanuatu). What this means is that the prospects for population growth are even more pronounced in the future because maternal and child health programmes in these countries means that crude death rates will go down, which, in turn, will mean that more people will survive and add to the population growth.

In Category I countries, governments have not usually recognized yet the seriousness of the population problem. In fact, PNG, Solomon Islands and Vanuatu have no pronounced policies on population. In the Solomon Islands, the official political stand of the party in power is that more people are needed by the country to achieve greater progress

Table 2. THE POPULATION SITUATION IN THE PACIFIC

Country	Mid-1982 Total Population	Density Person/Km^2	Crude Birth Rate (per 1,000)	Crude Death Rate (per 1,000)	Average Annual Growth Rate
Cook Islands	18,000	73	25.7 (1979)	6.8 (1979)	-0.57
Fiji	657,000	36	29.4 (1980)	6.4 (1980)	2.20
Kiribati	61,000	88	34.9	14.0	2.00
Nauru	7,000	348	-	10.5	0.00
Papua New Guinea	3,329,000	7	40.6	13.8	2.69
Samoa	159,000	54	37.4	7.9	0.80
Solomon Islands	239,000	9	44.6	11.7	3.50
Tonga	99,000	142	28.0	8.0	2.05
Tuvalu	8,000	300	23.7 (1979)	15.0 (1979)	1.28
Vanuatu	124,000	10	41	14	3.10
T.T.P.I.	121,000	89	30.0 (1979)	4.1 (1979)	1.85

SOURCE : 1982 ESCAP Population Data Sheet,
: UNFPA Population Facts

and development. In Vanuatu, the ruling political party also states that there is enough land for the development of the country and that people are needed to achieve the country's development plans.

Some form of family planning programme can be found in Category I countries but they are really meant more for protecting the health of mothers and children than to control population growth. The official government stand is that the spacing of births through family planning is good for the health of the mother and the child.

In Papua New Guinea, rural-urban migration has already started to create problems in the capital city of Port Moresby. Because of very high unemployment rates among migrants, the break down of traditions in the city, and the increased alcoholic consumption in the city, the crime rate in Port Moresby is the highest in the Pacific. Housing in Port Moresby is also scarce, with a sizable percentage of the population living in slum and squatter communities. High population densities in the highlands of PNG are also pushing people down to the cities on the coasts. If present trends continue, urban centres in PNG will most likely be beset with problems of urban services as well as criminality. Such problems will also not abate if the main source of the problem is not solved -- namely, the very high population growth rates in both rural and urban areas.

Category II Countries

In the second category of countries, the geographical composition usually takes the form of small islands with relatively large populations. Thus, the densities are quite high, ranging from 36 per sq.km. in Fiji to 142 per sq. km. in Tonga. Annual population growth rates are also relatively high, usually above 2% per year (the exception is Samoa at .8%, which, however, shows very high international out-migration).

In general, family planning programmes are well developed in Category II countries. Top leaders recognize the need for family planning both to achieve population control and to maintain the health of mothers and children. In Tonga, for example, the King of Tonga recognized the need for family planning as early as 1952. Fiji had an official family planning programme in 1962. Population policies in Category II countries call both for the lowering of population growth rates, the slowing down of rural to urban migration and the balancing of population growth in accordance with the economic conditions of the countries.

Crude birth rates in Category II countries are still considered high. Thus, in Fiji, the official policy is to bring down the crude birth rate from 29.4 to 25.0 per 1,000 in 1985. A comprehensive family planning programme has been launched to help achieve this goal. The Kingdom of Tonga also sets as a target the lowering of the CBR to 25 per 1,000 by the end of 1985.

In general, crude death rates are already quite low in Category II countries. They range from 6.4 per 1,000 for Fiji to 8 per 1,000 in Tonga. Maternal and child health programmes are being pursued in all Category II countries, which with the introduction of immunization and other interventions are helping to decrease the crude death rates further. Lowered death rates are especially important in family planning programmes because when mothers and fathers have the confidence that their children will survive, they have no strong objections to family planning.

In all Category II countries, rural-urban migration is already seen as a problem. In Fiji, for example, the cities of Suva-Nausori as well as the western urban areas of Lautoka, Nadi and Sigatoka are all growing at rates higher than the national average. Migration has resulted in negative growth rates in outlying islands while urban settlements are growing fast. This means that cities are suffering from high unemployment rates and the pressure on urban services. In the past five years, the peace and order situation in Suva, Fiji had markedly deteriorated. In Samoa, unemployment rates in Apia are very high, especially among the youth. The pressures on electricity and water services in Nuku'alofa are such that there are already shortages being felt in these areas.

As previously mentioned, the population growth rate of Samoa is eased a bit by out-migration of Samoans to the US mainland, New Zealand and Australia. Out-migration, however, is a very expensive way of solving the population problem. The fact is that out-migrants are usually the most productive segments of the population. When such people leave, the country of origin is usually subsidizing the development of the country of destination because the education and training of the migrants is at the expense of the former.

Category III Countries

In Category III countries, the land areas are so small that the resulting densities are extremely high. In Tuvalu and Nauru, for example, densities are already higher than 300 per sq. km. nation-wide. In the main islands, densities are even higher -- it is estimated that in Funafuti, Tuvalu, there are 1,110 persons per sq. km.

Family planning has traditionally been recognized in most Category III countries because the pressure of people on resources is an ancient problem. Atoll countries are normally characterized by meagre natural resources (the notable exception is Nauru with its deposits of phosphates). Thus, when the population grows too fast, people recognize the need to control the size of families. Otherwise, there will be a need for decongesting the islands, which, in ancient times, according to legends, was accomplished by driving out some segments of the population who must sail to other islands.

The fertility rates in Category III countries are still very high as shown in crude birth rates which are rarely lower than 30 per 1,000. Similarly, crude death rates are also high. With improvements in family health, the prospects for increased population are positive because people who do not die will usually contribute more babies later.

Although Category III countries usually have lower annual population growth rates than other countries, their rates are often still very high relative to economic resources available. The case of the Cook Islands is interesting in that it has a growth rate of -.57 per cent. This negative growth rate, however, is due to out-migration rather than lower fertility. In fact, the crude birth rate in the Cook Islands is 25.7 per 1,000, which is quite high.

Another interesting case is the country of Nauru, which has a zero population growth rate. The country has a population policy that unofficially wants to increase the population from 7,000 to 10,000 before the turn of the century. The life expectancy in Nauru, which has the highest per capita income in the Pacific, is also the lowest in the region. The stagnation of population, therefore, is not due to population control by contraception but by a very high death rate.

Conclusions

All over the world and in the Pacific island-worlds, there has been a significant decrease in population growth trends. However, the decrease does not yet assure zero population growth within the foreseeable future. If resources are not allocated to population programmes world-wide to control population growth, there is a danger that the gains so far achieved will be washed away.

There has been less success in coping with other population problems such as rural-urban migration, urbanization and international migration. In the Pacific, rural-urban migration is just starting to become a problem in a number of countries and cities are still quite small that there is some room for better planning and urban management. However, resources are also extremely limited (especially planning and management skills), and, if there is no effective intervention in these areas within the next two decades, some severe dislocations are likely.

POPULATION, LABOUR AND MIGRATION IN THE PACIFIC

by

Rueben Dudley*

I. Concepts

"Population"	is the number of people in any area, e.g., in the world, a region (the South Pacific), a country (W. Samoa), a town or district, etc. It can also be the number of people at a place of work (a factory or a farm, etc.)
"Labour"	refers to those people who are working, and those who are available for work. "Labour - force" is the total number of people, between the ages of 15 and 59, or 15 and 64 (in some countries from as early as 10 years), who are engaged in any form of work, and those looking for work but who may not be working at present. It includes those who are self-employed and family workers, but excludes full-time students or trainees, those only doing 'own' domestic work, and those who are invalid or incapacitated to work. "Work-force" is the number of people who are working, either for someone else or on their own, and who derive an income in cash or kind in return for the work done. It excludes unpaid family workers. In most developing countries, including the Pacific Islands, with a population growing at about 2% or more annually and at least 40% of the population below 15 years of age, as a simple rule of thumb it may be assumed that the labour-force is about 1/3 of the total population, while the work-force is between ½ to 2/3 of the labour force.
"Migration"	is the movement of people (in the context of this discussion) from one part of a country to another in the same country (internal migration) or from one country to another (international migration).

II. Some Population Features of Pacific Island Countries: their Economic and Social Impact

Of about twenty-five islands in the South Pacific region, all of them have a relatively small land area (except perhaps Papua New Guinea). The region has a total land area of approximately ½ a million sq. km. However, the entire ocean area in which this land mass is located covers about 30 million sq. km. This vastness of ocean surrounding the islands poses difficulties for communication within many of the island countries, between the countries, and between the region and its neighbouring fringe or rim countries (Australia, New Zealand, the United States, Canada, etc.) and indeed with the rest of the world. High transportation costs, the longer time required and other difficulties in communication are a constraint in servicing the region and in promoting trade, both within the region and with the outside.

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Papua New Guinea, with a population of a little more than 3 million, and Fiji with about 650,000 have the largest populations in the region. Six others have a 100,000 or more, while all the other island countries have less than 75,000 - with six of them having less than 10,000. Pitcairn Island has the smallest population of just under 100. The region, as a whole, has a population of nearly 5 million. The moderate to high levels of population growth - mostly between 2.2 and 3.5% p.a. - have resulted in a predominantly young population.

Melanesian countries have a high population growth rate of around 2.5% and, as in the case of the Solomon Islands, Vanuatu and Papua New Guinea, closer to 3% and even higher. Polynesian countries have a moderate growth rate of about 2%, the exceptions being Western Samoa with 0.7%, and the Cook Islands, Niue and Tokelau which have experienced a negative growth rate. These exceptions are entirely due to heavy out-migration in the past - a trend which it is doubtful will continue at a similar level even over the next few years. Micronesian countries have a mix of moderate to high population growth rates, ranging from about 2% in Kiribati to more than 3% in the Marshall Islands.

The young age-structure of the population, the continuing high birth-rates, of 30 or more per 1000, and the sharp decline in death-rates will ensure that the populations of these island countries will remain young for several years hence. An immediate implication of this is the growing numbers entering the labour force each year in search of employment opportunities of any sort. Migration from several of these islands to the more industrialised fringe countries was a 'safety valve' to release the pressure of an increasing number of skilled, semi-skilled and unskilled young persons looking for jobs. However, with increasing unemployment, rising inflation, higher energy costs, and policies on ethnic preferences, the receiving countries have certainly become much more selective, resulting in fewer migrants from Pacific Islands 'qualifying' to enter these traditional destinations.

Migration of Polynesians to New Zealand and Australia, of Fiji nationals to Canada and the west coast of the United States, and of Micronesians to the U.S. (mainly from the Trust Territories) has always been in search of "a better life" - usually for better economic opportunity. This process has, to an extent, drained these Pacific Island countries of the already small pool of the educated, more skilled, able-bodied and ambitious young persons. Remittances sent home by the migrants are looked on as a significantly beneficial return for encouraging migration overseas. However, when one considers the national investment in each of those migrating - although a portion of the investment might have come as foreign aid from those very countries to which the individuals ultimately migrate, the fact that the volume of remittances is estimated to be dwindling due to life-styles and demands abroad, and that fewer people are able to migrate as a result of stricter requirements, the goal of "a better life" away from home or for those left behind may no longer be attainable.

Of even greater current concern is the pace and volume of internal migration - mainly rural to towns. The greater Suva area in Fiji, Tarawa in Kiribati, Majuro and Ebye in the Marshall Islands, Apia in Western Samoa, Port Moresby in Papua New Guinea, and Honiara in the Solomon Islands are among the fastest growing towns in the region. The populations of these towns are growing at 4-6% or more per year, nearly twice the average national population growth rate. This phenomenon is largely due to internal migration. The already limited facilities and opportunities in these centres are being severely strained and there is a growing demand for the allocation of even greater resources, often at the expense of curtailing resources required in rural areas or in outer islands.

In the dual processes of migration, in many of the islands it is the young with abilities and higher aspirations who have left the rural for the urban areas, while those better-equipped young persons in the urban areas are the majority who migrate abroad. The bulk of the migrants from rural areas are between 15 - 29 years, which age group also represents the highest proportion of the urban unemployed, i.e. a high proportion of youth unemployment (about 80% of the total unemployed are estimated to be between 15 - 29 years of age). The majority of those migrating abroad are between 20 - 34 years with the better educated and more skilled in this age group being the ones migrating.

The out-migration from rural areas has resulted in agricultural production remaining static or declining. At the same time, in urban areas the increasing concentration of the working age population has resulted in a growing demand for employment -

although many of these young persons have only a few years of schooling and hardly posses any specific skills.

In any case, international migration between Pacific islands (e.g. from Kiribati and Tuvalu to Nauru and Vanuatu) as well as from Pacific islands to the more industrialised rim countries (e.g. Polynesians to New Zealand, Fiji nationals to Canada and the West Coast of United States) has been on a gradually reducing basis and, given the political and legal constraints and restrictive immigration policies of the destination countries, such migration will be even more reduced in the years ahead.

In most of these islands, where economic growth has been out-stripped by population growth and where the resource base is limited, there has been an increasing reliance on foreign aid. In many cases, it is evident that such aid has unfortunately not resulted in development in these islands but, in fact, only resulted in ever increasing dependence. Combined with habits acquired by those who have migrated abroad, drastic changes in life-styles have taken place - consumerism, food habits, working and living preferences, etc. As a result, subsistence agriculture and fishing for instance, have been given very little priority, alcoholism and tobacco consumption are widespread and malnutrition is increasingly common.

Possible Policy Interventions

Undoubtedly, the existing population features of most Pacific islands will ensure that the populations of these countries will remain young and continue to increase at between 2 - 2.5% p.a., at least, during the next decade or decade and a half. The proportion entering the working age population will also continue to be high over the same period. Thus, there will be a growing demand for both basic needs as well as services and infrastructure. Given the present level of economic growth in most Pacific islands, generation of jobs in the formal sector - mainly in urban and semi-urban areas - cannot cope with the increasing numbers of young people seeking jobs.

A more broad-based approach to population and development planning is essential. This must include information to all sections of the community on population and development issues as well as on community and family welfare. Moderating family size and population size should be encouraged. Alongside these efforts, employment opportunities and incentives must be prompted particularly in rural areas and in neighbouring localities. Subsistence agriculture and fishing, handicraft production and small-scale economic activities should be encouraged and appropriate investments made to ensure their growth.

Human resource planning should focus on a better distribution of opportunities, facilities and services within each of these island countries. Health, education and training must meet the needs of the entire population, both in rural and urban areas. This, of course, requires considerable investment which is not readily available and which could be further aggravated in view of limited resources and relatively fast growing populations. A moderation in family size and population size combined with reordering of priorities in favour of social and economic development of rural areas are perhaps policies that will succeed in achieving a more balanced development in these Pacific islands.

POPULATION, HEALTH AND NUTRITION

by

Rafael A. Esmundo, M.D.*

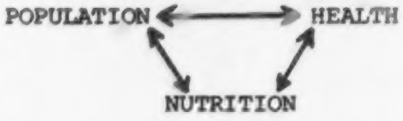
The excellent presentations on "POPULATION TRENDS: THE WORLD AND THE PACIFIC" by Mr. Laquian and on "POPULATION LABOUR AND MIGRATION IN THE PACIFIC" by Mr. Dudley, both of which further clarified certain issues which were touched upon by UNESCO's tape/slide presentation on "BASIC DEMOGRAPHY" and are central to this Workshop, shall be the framework and basis of my input during this particular session of your Workshop.

Mr. Laquian's presentation included well-documented population and related issues (e.g., population policies, family planning policies, contraceptive practices, contraceptive technology, research) while that of Mr. Dudley's touched base with infant mortality rate, life expectancy and other important health-related issues.

In more ways than one, all the three presentations mentioned above make my task this afternoon less difficult but, no less challenging.

It is said that population, health and nutrition are terms which, like numbers, are neutral by themselves. What generates discussion and debate - even argumentation and controversy - are the interpretations both sides given to each - growth, size, distribution, movement and composition, in the case of POPULATION, and status, degree, and level, in the case of HEALTH and NUTRITION.

By and large, the interpretations of each and of their interdependence and interrelatedness become more challenging and complex when due consideration is given to the politics and economics of planned development. The two-way relationships among the three at the higher, so-called macro level, may be summarized schematically as follows:



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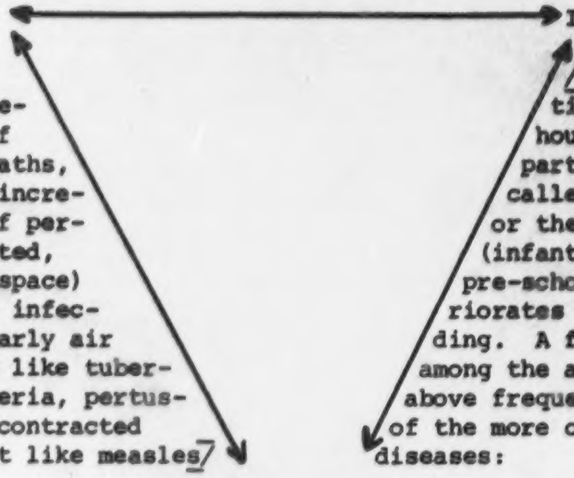
Since the gap between national policies (e.g., population, family planning) and the household (where decisions essential and critical to the successful implementation of such policies will be made) is very wide, invariably difficult to comprehend and not easy to manage. I suggest that we examine the above-mentioned interrelationships at the lower or operational aspect (so-called micro level) in order to make our analysis less taxing and, at the same time, more meaningful.

To start with, let us interpret the 3 terms - population, health and nutrition - on the basis of the information which have been made available through the presentations I referred to earlier. One can therefore conclude that, in fact, there is OVERCROWDING, relatively high incidence of INFECTION, and MALNUTRITION. Next, let us consider the causes of the 3 conditions we are now dealing with. Then, let us examine the options available to us in resolving the above-mentioned conditions. Finally, let us consolidate our analysis of the interrelationships among the said conditions in the same manner we did earlier to Population, Health and Nutrition. This analysis at the household level - with the individual members of the family as focus of our analysis - can be summarized schematically as follows:



OVERCROWDING

/Primarily a result of increasing excess of births over deaths, overcrowding (increasing number of persons in a limited, non-expanding space) predisposes to infection (particularly air borne diseases like tuberculosis, diptheria, pertussis and those contracted through contact like measles/

INFECTION

/The health situation of the family/household members - particularly of the so-called vulnerable groups or the at-risk age group (infants, toddlers, and pre-school children) deteriorates because of overcrowding. A fairly high number among the age group referred to above frequently become victims of the more common infectious diseases: respiratory (pneumonia, tuberculosis), gastro-intestinal (e.g., cholera, dysentry, typhoid, non-specific diarrhoeas), nervous system (polio-melitis), and other infections (e.g., measles, malaria,

MALNUTRITION

/Generally, of 2 types: Malnutrition of poverty (the more common of the 2 to-date; usually, it is either protein-calorie or protein-energy) and malnutrition of affluence

Increase in family size or of number of household members can be curbed or reduced through a number of measures, such as: (1) delayed marriage or increasing age of marriage (assuming that premarital sex

OVERCROWDING	MALNUTRITION	INFECTION
or cohabitation does not take place or, if it does, one of the two partners will use an effective and safe contraceptive properly) - especially if combined with subtle and/or straightforward women-oriented incentives (e.g., programmes encouraging girls/women to stay longer in school, guaranteeing gainful employment after completion of certain studies); (2) premarital counselling - to educate both partners in responsible parenthood to motivate them to delay the first pregnancy by 3 years after marriage (through proper contraception), and to motivate them to space pregnancies by at least 3 years as well as to consider limiting the number of their children; (3) encourage women/wives to seek full-time gainful employment outside the house; and (4) proper contraception in between properly spaced pregnancies._7	(e.g., obesity, diabetes mellitus, hypertensive diseases). In both cases, it is basically a problem of availability and consumption of quantity and quality. As a process, it is essentially a problem of production, storage and distribution. At another level, it is a matter of education and economics. At global level, food can be a political and/or economic issue too._7	other parasitic conditions like intestinal parasitism). Malnutrition predisposes one and aggravates infection. Infections (particularly those affecting principally the gastrointestinal tract) may lead to malnutrition. Likewise, high infant mortality rate encourages couples to have more children (reportedly on account of parental concern for more hands in the farm, for other economic considerations, and as security for their old age._7

From the foregoing summary analysis, it is clear that one makes the other two of the triad worse. The interdependence and interrelatedness of the three constitute what one may call a vicious circle. And the said interrelationship will remain perpetual unless the chain is broken; the cycle goes on and on and on until the causes of the three are effectively dealt with.

How then do we break the vicious circle ?

In the case of OVERCROWDING, a number of options have been described in the above-mentioned summary analysis. To add a few, consider the following (a) in-school and out-of-school population education programmes suitable to particular situations and target audiences will have to be organized, launched and sustained; (b) health programmes in general and the maternal and child health, nutrition and immunization components in particular should be improved to significantly reduce infant mortality rate; (c) appropriate education should be universally made available; (d) opportunities for gainful employment to increasing number of people should be created and sustained; (e) providing suitable housing facilities to increasing number of families who genuinely need decent housing; and (f) organizing suitable social security programmes for retirees and the aged.

As regards INFECTION, effective control may be achieved through the following: (a) immunization, particularly of the vulnerable groups (infants, toddlers and pre-school children) against the so-called killer-diseases (BCG for tuberculosis, DPT for diphtheria, pertussis or whooping cough; and appropriate immunization against measles and poliomyelitis as well as of pregnant mothers against tetanus to confer immunity against tetanus to the unborn child); (b) promotion of proper personal hygiene and sanitation practices (e.g., washing of hands after using the toilet, washing of hands before and after eating, proper food handling and storage, proper waste disposal); (c) suitable environmental sanitation programmes (e.g., proper drainage and sewage disposal, spraying of breeding places of mosquitoes with chemicals least harmful to man); (d) promotion and maintenance of proper water management (provision of adequate and safe water); (e) regular check-ups (e.g., well-baby clinic, proper monitoring of growth and development, breastfeeding) of infants from 6 weeks after delivery and every month thereafter and prompt and regular consultations in case of illness; and (f) proper care and sufficient attention to infants and children (toddlers, pre-school, young school children and adolescent).

Finally, regarding MALNUTRITION, the most essential and important preventive measures health programmes must pursue are (a) the provision of adequate antenatal (prenatal) care to as many pregnant women as possible to ensure, among others, that they take the right diet and observe proper nutrition practices for themselves and their unborn children; (b) promotion of adequate breast feeding and proper weaning practices (food supplementation and complementation measures, e.g., giving infants mashed fruits and vegetables, powdered fish in rice porridge or gruel, and juice of locally available fruits from the 4th month onward until the infant or child gets sufficient number of teeth to masticate or chew his/her food) all throughout the critical period the infant or child is gradually

withdrawn from the breasts of his/her mother); and (c) promotion of proper dietary habit and nutrition practices.

In summary, therefore, preventing OVERCROWDING will prevent MALNUTRITION and INFECTION; preventing MALNUTRITION will prevent INFECTION and vice versa; and preventing INFECTION and MALNUTRITION will prevent OVERCROWDING. Hence, the vicious circle is broken.

FACTORS IN FERTILITY

by

Rafael A. Esmundo, M.D.*

The preceding panel discussion on "POPULATION AND SOCIAL AND CULTURAL DEVELOPMENT" brought into the fore a number of social and cultural values which affect fertility behaviour. You will recall that some of these fertility-related values are conflicting.

1. In majority of societies in the South Pacific, large families are favoured - for the perpetuation of one's family, the tribe, race; for the supremacy of one tribe or ethnic group over another; for family status and power within the tribe or community; for religious as well as economic reasons.

2. Differential values attached to sons and daughters. Most societies have strong preference for male offsprings - to continue the family name, to work in the farm and to take care of parents in their old age. Value given to sons is so great that even parents who wish to have a small family go on having children until they get a son or their desired number of sons.

3. Migration of farmer families from one farming village/community to another has been observed to be accompanied by a greater tendency for larger family size among them. Survey results suggest that the need to survive in a new, possibly insecure or hostile environment, is the root cause of this observation.

4. Improved public health, communication and transport and advances in science and technology have affected fertility profoundly. With the improvement of health, death rates have fallen significantly while birth rates have remained at the old levels in most countries. Consequently, growth of population in most countries in the South Pacific has been rapid. This situation is more likely to happen in the midst of items 1 and 2 described above.

5. Education of men and women, of husbands and wives. Experience has shown that, on the whole, educated husbands and wives are more predisposed to taking measures that would enable them to effectively space births of their children as well as limit their family size. Likewise, the longer girls or women stay in school (assuming no premarital sex takes place, or, if it does, one of the 2 partners uses an effective

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*Team Leader/Medical Officer, WHO/UNFPA Family Health Field Advisory Services for the Western Pacific Region/South Pacific, Suva, Fiji contraceptive), the more likely it would be for them to have better spacing and fewer children.

6. **Employment.** Experience has also shown that employment of both husband and wife, particularly of the wife, exerts a regulatory influence on fertility behaviour. A wife who is gainfully employed outside the house and whose pregnancy "gets into the way of her work", is more prone to practice effective contraception.

It should be emphasized, however, that the regulatory influence of both education and employment (especially on the part of the husband) over fertility behaviour has a "threshold" beyond which the said more educated and/or better employed husband tend to have a larger family.

POPULATION AND THE QUALITY OF LIFE

by

Allan K. Kondo*

In the last two days we have been priviledged to listen to a group of distinguished experts in the Pacific region on a wide range of topics related to population. I hope, I can, in the next several minutes, synthesize or consolidate some of the main ideas brought out by the various speakers and groups to develop the concept of "quality of life", which is at the core of population education.

One of the indicators of quality of life generally used is life expectancy. In all countries, the life expectancies have increased over, say the past 50-100 years, some dramatically. Of course, this is due to the improved health and medical practices, new technology, etc. But at the same time, these improvements have created problems of rapid population growth. Contrary to popular belief, the main cause of a rapid increase in population is not an increase in birth rate, but a decline in mortality. It is ironical that the solutions to population problems in the past (e.g., epidemics, famines) have resulted in present population problems. In other words, death rates have been brought under control faster than the birth rates. One important factor in this situation is that death (mortality) can be controlled by community factors (e.g., clean water, immunizations) but fertility, in most places, is controlled by individuals. In a place like China, however, fertility becomes a community matter.

Now, how do population factors affect quality of life ? First of all, what do we mean by quality of life ?

A human being is not just an animal merely existing. Every person deserves the chance to lead a life of satisfaction and purpose to achieve a life more than just existing. By "quality of life" we mean the degree of satisfaction one has in the various aspects of living. These aspects may be classified as 1) physical (encompassing what is generally referred to as the standard of living), 2) mental and emotional, and 3) spiritual. I have listed some components of each category below, and you can add to them.

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Quality of Life Factors

Physical (Standard of Living)	Mental/Emotional	Spiritual
Food/Nutrition	Love/Friends	Freedom to believe
Health	Marriage/Children	Freedom to practice beliefs
Housing	Extended Family	
Environment	Recreation/Leisure	
Material good/Comforts	Job Satisfaction and Security	
Schools	Education	
Hospitals/Medical Services	Status	
Water	Security in old age	
Sanitation	etc.	
Transportation		
etc.		

The standard of living, of course, is very important to one's quality of life. Without adequate food, for example, we cannot say one has a high quality of life. Likewise, health. Even if one is a millionaire, his quality of life is not high if he is in poor health.

While the physical aspects are important, the other aspects are just as important, especially in the Pacific context, where children, extended families, and religion play such an important role in life. A person could have all the physical wants, but be very lonely without family, or children, an unsatisfying quality of life. Conversely, a person could have very little in the way of physical comforts but be very happy with children, family, job, beautiful surroundings (a poor man can enjoy nature as much as a rich man). Therefore, the quality of life or degree of satisfaction differs for different people, and it may differ over time. If you talk to older people, they may say that they were happier years ago--no worries about food or money or security. They grew their own food and went to the sea. Now they may depend on money (perhaps sent from abroad) to buy food (perhaps tinned fish or corned beef). Families stayed together. Now he might have one or more members of his family overseas. Has the quality of life improved over the years, despite more material comforts ?

How do population factors affect quality of life, especially factors such as population change and migration, which are important in the Pacific context ?

On the macro level, increasing population increases the need for food, housing, material goods, social services like education and health on the part of the Government. Therefore, rapid population growth means more expenditure just to maintain the increases in population and not necessarily to improve quality of life or economic development. As is stated in the 1982 Annual Report of the Central Bank of the Solomon Islands, "..Nor, so long as population growth remains at its present high level (3.5%), is there any likely combination of domestic and overseas, public and private sector manpower, money, or techniques that could effect significant change. Improved levels of family income, education and health will be feasible only if the rates of growth can be substantially reduced". What is true in the Solomons is true elsewhere.

More people also mean a greater strain on the environment, use of more energy, etc. By increasing population, a whole set of interactions and interrelationships is set in action. If we extend this scenario to an island setting without controls, ultimately we come to a point where the Government will be forced to set limits. A good case in point is Singapore, a small island country, clean, organized, highly developed by Asian standards, but with 2½ million people. The Government has recommended a maximum family size of two children, with certain penalties/disincentives for those who exceed it. While it is impressive from the development point of view, I do not think most Pacific Islanders would be happy living in Singapore, in crowded apartments, few beaches, etc. A very different quality of life.

On the other hand, there is a need for more people in certain areas (e.g., outer islands), and that is also a population problem, i.e., maintaining a critical mass for certain development activities. Sometimes the problem is one of distribution of population, and not the lack of people. While a country may indeed be able to support many times the present population, the nature of population growth is such that it is difficult to stop growth after a certain "optimal" population level is reached, even if there is such a thing as an "optimal" population size. People are not just added to existing population. People multiply. In other words, populations grow geometrically, like compound interest in a bank. Let me illustrate this with an interesting proposition. Suppose I offered you a job for a month and I gave you the option of two payment plans. In the first plan I would give you $1,000 each day for the thirty days. You would end up with $30,000. This is arithmetic growth. In the second plan, I offer to pay you 1 cent the first day, 2 cents on the second, 4 cents on the third, etc., In other words I will double your daily wage beginning with 1 penny. This is geometric growth. Which plan would you select ?

You would be a multi-millionaire by the 30th of the month if you opted for the second plan ($2.68 million). It would be nice for money to grow so fast, but people ? This is an example of geometric growth, because what is produced also produces, and so the increase gets bigger and bigger, unlike the first plan where the increase is constant. Populations grow like the second way, i.e., geometrically.

The danger, therefore, is being complacent about population numbers is that population grows geometrically and it is difficult to stop population growth at a certain "optimal" level. This is why China has an even more severe population policy: one child per couple. But in trying to restrict China's population growth, an individual's freedom to have as many children as he wants has been severely curtailed. In other words, in order to maintain and improve quality of life, one aspect of quality of life as we have defined it, freedom to have children, has to be sacrificed. The relationship between population and the Quality of Life is therefore, not so simple.

At the micro or family level, for a man on a fixed income, more mouths mean less food for each, by simple arithmetic. This is true for all other physical aspects of the quality of life, although the emotional/social aspects might be enhanced. Even in an extended family system could too many people eventually strain relationships ? I believe that each family (couple) should have as many children as they want and can support at the quality of life to which they aspire. But if having that number of children adversely affects the health of the children, or the mother, or prevents attainments of potential in education, employment, etc., should a couple have so many children ? In a nutrition survey conducted in Vanuatu, it was reported that the women interviewed considered 5 children on the average, to be an ideal family size. But according to the statistics, each woman is likely to have 6 or more. This might indicate a need for some family planning education and services. Furthermore, it was reported in the survey that the average life expectancy of a ni-Vanuatu man is 55 years, while that of the average ni-Vanuatu woman is only 47 years, unlike global patterns which show women living longer than men. Early childbearing, frequent births, shorter birth intervals, malnutrition, and anenia may be responsible for high death rates among females during child bearing years (15-49). The high death rates for women in Vanuatu have definite implications for population education as well as primary health care programme, especially one focussed on maternal and child and family planning in order to improve their quality of life. To give you an idea of figures from other Pacific countries, the fertility rate and life expectancies of Solomon Islands, Western Samoa and Kiribati are shown below (ESCAP):

Country	Fertility Rate	Male Life Expectancy	Female Expectancy
Solomons	7.3	54.0	54.0
Samoa	6.7	61.0	64.3
Kiribati	4.7	50.3	53.0

Let us look quickly at another population-related phenomenon in the Pacific, especially common in Polynesia--migration. How does migration affect the quality of life ? A person probably migrates because he believes it will improve his quality of life--education, employment, more money, etc. How does his (I say his because most are young men) family back home like it ? Their standard of living improves by remittances sent, but what about the mental/emotional aspects without loved ones together ? Crocombe reports in his book, The South Pacific: An Introduction, that the percentage of students going on for further education is higher in the home country than in the receiving countries, and that there seems to develop in the migrants an inferiority complex in the foreign country in relation to employment--i.e., migrants are more satisfied with lower-level jobs. In other words, if they had aspirations of more education or higher status, they are not achieving them. What about the children of the migrants who are born, raised and go to school abroad ? Are they Pacific Islanders ? Do they practice and accept Pacific Island culture from which their parents came ?

So, as you can see, population problems in the Pacific are not just ones of increasing numbers, nor just the relationships between numbers of people and material resources, as important as these may be. There is another important dimension - how population-related changes in a country affects culture - the essense of a people, which gives identity to that people. Due to the relative smallness of both land and numbers of people, there is a danger of losing this essense - that which makes a population a people. Dr. Epeli Hau'ofa eloquently pleads his case in his little book, Our Crowded Islands, and I quote:

> "........ I am convinced that the population problems we are facing today are of the magnitude that demands emergency and drastic actions. If we do not forego some of our liberties now in order to deal effectively with these problems I am afraid that in the near future, and out of even greater necessity, our state will have to impose so many regulations that instead of losing a few freedoms, we will lose most, if not all, of the liberties that we have today. Moreover, we will lose the most cherished of our national qualities: those things which we subsume under such terms as *fe'ofa'aki, fefafa'apa'apa'aki, mo'ui nonga, mo'ui, fiemalie, nofo fiefia, nofo fakalata, fonu 'ae kete*, and so forth. These are not racial characteristics; they are things which grew out of our peaceful, stable and prosperous circumstances. Although we do not have much money and we lack industrial resources, we have been a very fortunate and rich people in just about every other way. Ours is a country of plenty: of yams, *kava*, sugar-cane, pigs, *tapa* and mats. We derive joy from exchanging food with our neighbours on Sundays, calling passers-by to share our family meals, drinking *kava* in an atmosphere of convivial fellowship with our friends, showering hospitality on visitors

> to our shores, caring for our elders and for those who have fallen on hard times, and offering first-fruits to our monarch and thanksgiving feasts to our God. Our songs are full of allusions to the beauty of nature. Our language is blessed with a great capacity for capturing the most subtle shifts in mood and the most minute changes in the state of the sky, the wind, the sea and the trees. The bodies of our dances are adorned with leaves and flowers and anointed with the perfumed oils of life. All these things which provide quality and joy to our national existence and a richness and depth to our culture, are based on our generously endowed land and sea. There is a strong probability that within a few decades our environment will not be able to support the quality of life that we have known for generations. Should this occur, the continuity between ourselves and our ancestors which has been the cornerstone of our identity as people will be broken. We will then become a nation without a past, without a soul, and probably without a future. In conclusion, our fathers and grandfathers have given us a fertile land of *kahokaho, kaumeile* and *kava*, and a culture of the gentle eye and the soft hand. Our children and grandchildren deserve no less a heritage."

I think that sums up the relationship between population and the quality of life in the Pacific beautifully.

Thank you.

References

1. Crocombe, Ron, The South Pacific: An Introduction, Longman Paul Limited, Auckland, 1983

2. Hau'ofa, Epeli, Our Crowded Islands, Institute of Pacific Studies, University of the South Pacific, 1977

TOWARDS A BETTER UNDERSTANDING OF POPULATION EDUCATION

by

Leonardo de la Cruz*

After over a decade of undertaking population education programmes in quite a big number of countries in Asia and the Pacific, population education is still suffering from an identity crisis. People are still asking, what is population education ? Is it family planning ? How does it differ from sex education ? Is it another name for teaching demography ? Is it another term for population studies ?

To many people, population education is family planning. Unfortunately, family planning is quite unwelcome in many societies as it is associated with crash programmes on birth control and arresting population growth. Besides, among the most common approaches used in family planning are propaganda through the mass media, indoctrination and in some cases outright coercion.

To some people, population education is a euphemism for sex education. The latter, however, is controversial because it touches on sex-related morality and highly personal matters - hence, opposed by many people.

To many academicians, population education is synonymous to the teaching of demography or population studies, which are part of the social science offerings in higher or university education.

Why the misconception, when almost all the 20 countries in Asia and the Pacific which have launched population education have their own definitions of population education ? Might it be because definitions are imposed on people and are memorized rather than conceptualized ? This is likened to memorizing a mathematical principle or formula, without going through the derivation process. Or memorizing a principle in science without performing the laboratory experiments. Or rote memorization of concepts, generalizations and theories in the social sciences and education. Yet we know that concepts, scientific generalizations and theories in the natural and social sciences are better conceptualized and arrived at inductively and through discovery of the intricate interrelationships of concepts and not by memorizing the concept/definition and generalization/principle. But how does one go about systematically conceptualizing population education ? One such process is attempted in the succeeding pages of this paper.

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Population education: A conceptualization strategy

One can arrive on a conceptual framework of population education through many ways. Hilda Taba's listing - grouping - labelling sequence1/ is one strategy which could be used for conceptualizing population education. This is illustrated as follows:

1. Listing. The teacher and learner enumerate and list as many items as they could think of that are associated with the term population and those which affect or are affected by population phenomena. These may include the following: (Note: Enclosed on parenthesis are the technical terms.)

abortion
birth (fertility)
birth control
birth planning
contraceptive
child spacing
condom
death (mortality)
demography
disease and illness of people (morbidity)
economic development
education
employment
environment
family planning (information and communication and service delivery)
fertility control/regulation
food and nutrition
health
housing
human physiology
human reproduction
increase or decrease in family members and number of people in a community (change)
IUD (intra-uterine device)
miscarriage
marriage (nuptiality)
movement of people/change of residence (migration)
number of people in a given area (density)
planned parenthood
people moving to cities (urbanization)

pills
population change (change)
population education
population studies
pregnancy
pre-marital sex
rate of population growth
resources
rhythm method
sex (sexuality)
sex education
sterilization
tubectomies
teenage pregnancy
vasectomy
young and old/male and female (composition)

2. Grouping. The learners may then be asked to group those items that seem to belong together. This would necessitate identifying common characteristics of the terms in a cluster of concepts. The question to be asked is "What belongs together ?"

Group 1

change
composition
fertility
migration
mortality
morbidity
nuptiality
rate of population growth
size
urbanization

Group 2

economic development
education
environment
employment
food and nutrition
health
housing
resources

Group 3

conception
human physiology
human reproduction
pregnancy
pre-marital sex
sexuality
teenage pregnancy

Group 4

abortion
birth control
birth planning
child spacing
condom
contraceptives
fertility control/regulation
IUD
miscarriage
planned parenthood
pills
rhythm method
sterilization

Group 5

demography
family planning (IEC and
  service delivery)
population education
population studies
sex education

3. Labelling. Each group has to be labelled. The question to be asked is "What would you call each group?" The suggested labels are as follows:

Group 1 - Population situation
Group 2 - Quality of life themes
Group 3 - Human reproduction or sex education
Group 4 - Family planning
Group 5 - Population programmes

Generalizing via inquiry approach

In the presentation above, clustering of concepts have been arrived at, namely population situation, quality of life, human reproduction, family planning and population programmes. These concepts become more meaningful if learners discover a new or verify the assorted relationships between and among them using the inquiry approach.

Inquiry is an umbrella term for the inductive, problem-solving and discovery learning. Whatever name it assumes inquiry is characterized by systematic and scientific steps, namely: (i) problem formulation, (ii) hypothesizing (developing tentative answers), (iii) data gathering and testing the hypothesis, (iv) developing a conclusion and applying the conclusion/generalization.

Problem formulation. The inquiry approach assumes that real learning starts with a confusion, puzzle, dilemma or problem bothering the learners, if not blocking their goals in life. An important thing to remember is to state the questions/problems not only in explicit and precise terms but perhaps more crucial in researchable forms. Some such statements of problems could be the following:

1. How does population situation affect quality of life ? Specific questions/problems could be the following:

   1.1 How does rapid population growth (i.e., high fertility rate + low mortality rate, assuming migration in and out = 0) affect social services (health, housing, education), food and nutrition, environment/resources and employment ?

1.2 How does population composition (e.g. young age population) affect socio-economic development ?

1.3 How does migration (e.g., rapid urbanization) affect standard of living ?

2. How do researches on human reproduction or sex education improve quality of human life ?

3. How does family planning programmes affect quality of life ?

4. How may population programmes such as population education, family planning and sex education enhance the quality of life in the family, community and the nation ?

It is to be noted that the statements of the problems imply relationships between clusters of population concepts. There are two main variables in each statement. For instance, in problem number 1.1 there is an independent variable, in this case population growth rate, (a sub-concept of population situation) which causes change in another variable - the dependent variable, in this case aspects of quality of life, i.e., social services, food and nutrition, environment/resources and employment.

Hypothesizing. This involves making educated guesses or proposed answers to the questions/problems in the light of the learners experiences or data available to them. A well-stated hypothesis can serve as a useful guide in the search for relevant data. For instance, one of the hypothesis for problem number 1.1 is "Rapid population growth tend to adversely affect the provision of social services (health, housing education)". This hypothesis delimits the initial thrust of the inquiry especially when an if .... then proposition is laid down. If conditions of rapid population growth exist then the probability of adverse effects on social services are likely consequences.

Data-gathering. From the above statement of hypothesis, two sets of data are needed, namely (i) evidence that when population growth rate is high, the provision of social services is adversely affected, and (ii) evidence that when population growth rate is low, the provision of social services is enhanced. There are a number of ways to obtain the data such as through survey, case studies and documentary analysis.

Developing a conclusion. This involves two basic steps, namely (i) discovering meaningful patterns of relationship among informational data derived from the survey, case studies and documentary analysis. The expected relationship in the example above is explicit in the statement of hypothesis. If the hypothesis is confirmed, then the conclusion is a mere re-statement of the hypothesis, i.e. "Rapid population growth tends to adversely affect the provision of social services".

Applying the conclusion/generalization. There are two basic components in this final step of the inquiry process. Firstly, testing the conclusion against new evidences such as whether rapid population has the same adverse effects at the family, community, national levels. Secondly, to generalize about the effects of the population situation on quality of life, evidences to prove or disprove hypothesis on problem numbers 1.2 and 1.3 have to be researched.

Similar procedual steps have to be done to arrive at generalization on the effect of researches on human reproduction or sex education, of family planning on quality of life. Likewise, the contributions of each of population programmes towards the enhancement of quality of life could be studied, and appropriate generalizations arrived at.

Valuing

There are three levels of teaching,namely, the (i) facts level, (ii) concept level and, (iii) values level.2/ The facts level entails mostly memorization of informational data. The concept level uses the inquiry approach discussed in the previous section. On the values level, values clarification is the suggested strategy since the goal is to enable learners to explore the connection between concepts learned and their own feelings, attitudes and behaviour.

From the conceptualization and generalization above, it is easy to arrive at the notion, for example, that lower rate of population growth or smaller family size is conducive to enhancement of quality of life. In the ultimate analysis what really counts is how the learners fit in the population concepts and generalization into their schemes of attitudes and values and how they translate what are learned into behaviour. Indeed, studies on knowledge, attitude and practice have shown that wide gaps exist among these. Might the gaps be due to the fact that we tend to stop at imparting population-related knowledge ? Could the latter attitude be due to the fact that many of us are scared to deal with value-laden issues inherent in population-related behaviour ? It is in confronting learners with value dilemmas and leading learners to modify what are otherwise pronatalist values that population education has a unique contribution to offer through values clarification. Values clarification, *inter alia*, involves three main steps, namely, (i) free choice from alternatives, for example, between big versus small family size, (ii) choice made only after thoughtful consideration of the consequences of each alternative, (iii) and making sound decision for action about population issues.

Population education: What it is not

It should be noted that in each of the research questions/ problems given, that the concepts - population situation, human reproduction, sex education, family planning and population programmes are viewed as independent variables, while aspects of quality of life is regarded as the dependent variables. This is perhaps, an oversimplification, for, in fact, aspects of quality of life could also be an independent variable vis-a-vis population situation, family planning and human reproduction. The simplified causal relationship is an attempt to show what is in fact embraced by the concept - population education. Taken in isolation most of the concepts subsumed under population situation are the concepts of demographers, those on human reproduction of medical practioners, and family planning of those who want to arrest population growth through birth control. Population education, however, is an educational programme designed to study the population situation, human reproduction and family planning and their impact on quality of life in the family, community, nation and the world.

Population education, therefore, is not family planning as the latter is associated with such terms as birth control, birth planning, child spacing, fertility control/regulation, planned parenthood, etc.3/ The fact that population education is being juxtaposed with family planning stems from the fact that many population education programmes in the out-of-school especially are, in fact, addressing serious population problems arising from unplanned population growth and massive numbers which pose grave danger on the carrying capacity of some countries. In those countries, population education is focussed on fostering in the learners small-size family norms. The slogan is "a small family is a happy family", which is not necessarily true in the context of many developing countries. However, this is not to say that family planning has no place in a population education programme. Family planning as a means to enhance quality of life is very much a part of many country programmes in population education.

Population education is not sex education, as the latter is mainly concerned with human sexuality, reproduction and oftentimes the ethical issues relevant to sex-related morality. Again, many population education programmes include sex education but is certainly not to be used interchangeably with population education.

Population education is not demography, as the latter deals with "the quantitative study of human populations and the changes in them that result from birth, deaths, and migration".4/ Again, demographic contents are part of population education programmes. Quantitative changes of human population affect quality of life.

Population education is not population studies as the latter is more academic and research-oriented. It "covers the body of knowledge, concept and theories which describes and attempts to explain the dynamics of human population and their relationship with the social, cultural, economic, political and biological environment".5/ Like demography, population studies is a source of content for population education programmes.

Population education: Its attributes

What then is population education? What are its distinguishing attributes ?

- it is an educational programme designed to make learners understand the inter-relationship among population change/ situation, development, and aspects of quality of human life
- its ultimate goal is to make learners contribute to the improvement of the quality of human life now and in some future time.
- it is population problem-centred; hence, lends itself to discovery and inquiry learning processes.
- it is value-laden; hence, more open to the use of values clarification approach to learning, i.e., to pose realistic alternatives, to examine consequences of each alternative, and to enable learners to make sound decisions for action about population issues.
- it derives content from demography and population studies.
- it may include family planning and sex education.

Footnotes

1. Hilda Taba, Social Studies Curriculum, Menlo Park, California, Addison-Wesley, 1970.

2. Marrill Harmin, Howard Kirschanbaum and Sidney B. Simon, Clarifying Values Through Subject Matter. Minneapolis: Winston Press, Inc, 1973. p. 8

3. John A. Ross (Ed.) International Encyclopedia of Population. New York. The True Press, 1982. p. 205

4. Ibid. p. 147

5. Unesco. Population education: a contemporary concern. 1978. p. 43

CURRICULUM DEVELOPMENT FOR OUT-OF-SCHOOL POPULATION EDUCATION

by

Ansar Ali Khan*

I. Introduction

The terms curriculum and programme have been used interchangeably in the Out-of-School Sector. The practitioners in the field feel that the term curriculum is more suited to the formal education institutions and thus they prefer to use the term programme partly because the programme contains more variables in practice than does the curriculum. The planners, administrators and managers of out-of-school educational programmes make more frequent use of the term curriculum to ensure greater coherence and continuity in determining educational activities and assess their effectiveness in developing desirable behavioural changes.

The curriculum for out-of-school educational programmes is ideally based on the needs and interests of the people it serves. Moreover, the observance of the principle of flexibility throughout the process is considered fundamental to ensure the development of needs-based curriculum. Since the needs of the target audiences change over time, the concept of a curriculum however dynamic it may be, remains unconceivable. In fact the curriculum in the out-of-school educational programme is considered to be both a dynamic and continuous process. The curriculum development process thus generally includes activities such as the continuous study of the environments with special reference to the identification of needs and interests of the community, contemporary society, and cultural heritage, and the learner's profile; defining the objectives and elaborating on content areas and methodologies, sequencing learning units and the development of instructional materials. The need for continued review of local situations and the needs of target audiences has given rise to a new term which Marshal McLuhan labled as "Spiral Curriculum". The new concept simply means flexible, integrated and continuous curriculum for life-long learning.

Curriculum development in the out-of-school sector is a participatory process. It calls for a joint action of an interdisciplinary group such as programme personnel, staff of other government, semigovernment and voluntary organizations having development programmes in the area, community leaders and the expected target audiences for assessing needs, interests and resources of learners and the community, setting educational objectives, designing corresponding activities and learning experiences, and undertaking evaluation to study the effectiveness of the programme in developing behavioural changes. The participatory approach has generally been labled as "field operational seminar approach". This approach has been tested at the regional and national levels. Recognizing its advantages, the governments of Bangladesh, India, Nepal, Pakistan, Philippines, and Thailand have trained their selected staff in this participatory approach. The awareness about the benefits of involving programme participants in the curriculum development process is growing very rapidly among Member States. Some of the countries have decentralized curriculum development work in order to ensure local participation. Thailand is an example.

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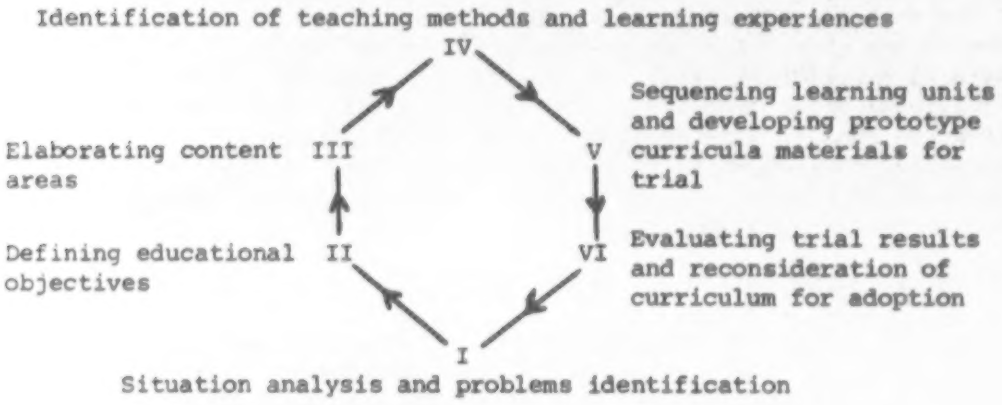
In order to develop the kind of curriculum explained above, the curriculum planners have to go through the following six steps of the process in logical sequence:

Curriculum Development Process


Identification of teaching methods and learning experiences
IV
Sequencing learning units and developing prototype curricula materials for trial
V
Elaborating content areas
III
Defining educational objectives
II
VI
Evaluating trial results and reconsideration of curriculum for adoption
I
Situation analysis and problems identification

At the situation analysis and problems identification stage, the interdisciplinary group composed of lay leaders, representatives of programme participants, and professional staff will, through different means, gather the following background information:

1. A knowledge of the expressed needs, interests, and desires of the target audiences and the community.

2. Learner's profile.

3. Judgment of the people and the professional staff

about the desirability, suitability and compatability of new ideas with the existing socio-cultural and religious milieu.

4. Relevant facts about different development programmes, census data, and community institutions.

5. Policies and objectives which could help establish framework of curricula contents.

The information so collected is analysed to identify real problems, needs, interests and resources of the people and the community. The outcome of this exercise is generally a set of major and minor problems. However, the curriculum development planners establish a system of priority and thus help select a relatively small number of the most important problems which could form the basis for deciding on the kinds of educational objectives towards which teaching efforts in a given situation should be aimed. The relative importance of a set of problems can be determined from the magnitude of gap which exists between what is and what ought to be, as revealed from the analysis of the situation.

The proper identification of the major problems is thus the key to the selection of educational objectives. These objectives in turn provide the guides for the selection of content areas, teaching methods, learning experiences, etc. It is therefore extremely important that the educational objectives are stated in a form that make them immediately clear and readily understood by workers and lay people alike so that a meaningful curriculum is developed. The research studies show that the statement of educational objectives is sound if it has the following three essential components:

1. The "Audience" to be reached.

2. The "Behavioural Change" - or what changes in knowledge, attitude, skills, awareness, interest, understandings, abilities that need to take place in the people concerned.

3. The "Content", or subject matter to be taught.

As stated earlier, the statement of educational objectives is followed by the elaboration of content areas, identification of teaching methods and learning experiences, and sequencing of learning units. Once this exercise is completed, the prototype curricula materials are developed and tested with a sample audience in the given community. The results of this trial run are tabulated, analysed, and interpreted to study if the existing curriculum is sound enough to help meet the learning needs of the target audiences. The draft curriculum is thus adopted for use at a large scale either as such or with certain modifications depending upon the results of the trial run. The implementation of a newly developed curriculum does not mean an end of the process. In fact the programme staff continue collecting and considering new facts and new ideas relevant to the situation in the light of the progress and other factors which may periodically change the most significant educational objectives, to be achieved. The curriculum development in out-of-school education programme is thus a continuous process, making provision for life-long learning.

The evaluation has not been shown as a separate step in the curriculum development process on the assumption that evaluation is an integral part of the process and is conducted at each and every step before moving to the next one.

The curriculum development for out-of-school population education programmes will be no exception to this general processes. Since the programme of population education will be integrated with the development programmes of other organizations dealing with out-of-school educational programmes, therefore curriculum development shall have to consider the National Population Education Policy as well as the objectives of the associated agencies in addition to considering the learning needs and problems of the target audience while preparing the broad outlines of curricula.

II. Information Sources

The required background information about the National Population Education Policy and the objectives of the associated agencies can be collected from the following major sources for purposes of curriculum development.

1. National Planning Bodies such as Planning Commissions, Planning Division, and Manpower Planning Centres.
2. Government Technical Ministries/Departments such as Education, Agriculture, Health and Family Planning, Labour, Social Welfare, Information and Industry.
3. Autonomous Research Institutes, Experiment Stations and Universities.
4. International Organizations such as Unesco, ESCAP, FAO, ILO, WHO and UNICEF.
5. Voluntary Organizations both National and International.
6. Philanthropic Organizations.1/

1/Ansar Ali Khan, "Instructional Materials Development for Out-of-School Population Education".

III. Target Audiences

Since out-of-school population education programmes have heterogeneous audiences such as farmers, housewives, out-of-school youth, labourers in industry, literacy teachers, extension agents in agriculture, and home economics, health workers, social welfare workers, family planning workers, bankers, etc., and their interests and problems vary greatly, it would thus be necessary to find out what is their background with special reference to level of understanding, age, financial position, reference group, religious affiliations, social customs, norms, sanctions and punishments, taboos, personal beliefs and attitude, media habits, and the environmental conditions under which they live, especially climate, housing, educational facilities, communications, working conditions, food habits, types of employment etc., before attempting to develop curriculum to meet their learning needs. This can be done best by adopting either one or a combination of the following methods:

a) interviews, correspondence and discussions with general public and subject specialists;

b) study of documents (reports, plans, projects, books on different topics, media, including those produced in other countries and other programmes, films, recorded broadcasts, and any materials which will provide useful information and knowledge);

c) field study (visits to projects, for example, factories, firms, farms, homes etc.);

d) 'opinion study'; by individual interview; by discussion groups.[2]

Opinion study is a vital element that is seldom included in the curriculum development process. Its purpose is to determine what the target audience do, know, think, and believe about the topic and in this case about population education and allied disciplines.

The steps listed above do not necessarily have to be undertaken in the same order but may overlap or interlock depending upon the availability of time, resources and local situations.

For purposes of discussing the curriculum development process, we can broadly divide our audience into the following two broad categories:

1. Professional Workers

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[2] John Bower, "Production of Media for Informal Adult Education. The Need for Action Research", Agricultural Extension Centre, University of Reading, Reading, U.K.

2. General Public.

The curricula requirements for each of the two categories differ slightly from each other and are thus being discussed separately in the following paragraphs.

1. Curricula for Training of Professional Workers:

Some of the workers may have university/college degrees, diplomas, etc., with years of experience to their credit whereas the others may still be fresh graduates. Another category may be those still working in the educational institutions to get degrees to be able to seek these professional jobs. Therefore, the curricula requirements of all these categories, will vary according to their educational background, experiences etc. Generally speaking, we can meet training needs of all these categories of workers under the following three types of training programmes for which the curriculum has to be developed:

a) Pre-service
b) Induction
c) In-service

The curriculum development process for pre-service training will be more or less similar to in-school curriculum development where two approaches, namely separate subject approach, and infusion approach, are generally advocated.

For induction and in-service training, the separate subject approach may be tried. The detailed discussion about these approaches is given under section entitled "Curricular Approaches for Integrating Population Education in Development Programmes".

2. Curricula for General Public

The general public is a very common term which covers all segments of the population. It will be ideal to prepare curricula for all interest groups separately but it seems an extremely difficult and very expensive activity. However, the in-depth analysis of the needs and interests of these interest groups reveals that there are a number of common problems and learning needs of the groups which may be taken as the basis for preparing a common curriculum for them. In case of population education which also has a strong

> component of family planning, it would be advisable to divide the general public at least into two broad categories namely adults and youth, and prepare broad outlines of curricula for both the groups keeping in view their level of maturity and expected role in the society. For curriculum development, both the separate subject approach and infusion approach may be applied interchangeably depending upon the nature of the training courses/ programmes.[3]

Curricular Approaches for Integrating Population Education in Development Programmes

Population Education is being integrated into various development programmes throughout the region as recommended by the different seminars and conferences from time to time. However, in discussing the relevance of population education concepts to the contents of development programmes and the modes of incorporation, the participants of the 1978 Consultative Seminar on Future Directions of Population Education felt that "population education for out-of-school sector acquires more relevance when interwoven into areas that preoccupies or interests the learners or are viewed as a solution, if not remedy to day-to-day problems. It is for this reason that population education has been integrated in various non-formal education programmes including literacy and adult education programmes, labour training and education, agricultural extension, food and nutrition campaign, skills development, social welfare drives, environmental education, urban renewal, manpower development, and rural transformation and development."[4]

However, the interpretation of the concept of integration varies from programme to programme and country to country, especially with reference to curriculum and materials development. In general, the integration of population education into many development programmes has been done by different countries and programmes following either one of the approaches described below:

Integration approaches

1. Separate unit approach

The programme organizers who follow this approach have generally developed a separate unit course on population education and made such unit an integral part of the curriculum of ongoing development programmes. This approach is mostly found in the training curriculum for field functionaries, and in some cases the teaching of out-of-school youth and adults. The examples of countries and programmes which follow this approach are given below.

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[3] Ansar Ali Khan, "Population Education in Out-of-School and Adult Education Programmes". Reprint Series No. III, p. 11, Unesco Regional Office for Education in Asia and the Pacific, Bangkok, Thailand

[4] Unesco ROEAP "Future Directions in Regional Sectoral Programme in Population Education in Asia and the Pacific." 1978, p. 18.

Country	Project/Programme
a) Bangladesh	1) Population Education Project for the Out-of-School Youth 2) Co-operative Education Project 3) Integrated Rural Development Project
b) India	Population Education Projects of the University of Tirupati and the University of Madras
c) Pakistan	Integrated Rural Development Programme
d) Philippines	1) Population Awareness and Sex Education Project (PASE) 2) Population Education Project of the YWCA 3) Population Education Project of the Rizal Youth Development Foundation

2. Infusion approach

This approach generally calls for three stages. Firstly, identification of relevant population education concepts and the plug-in points in various development programmes where these concepts could be meaningfully integrated. Secondly, the selection and sequence of appropriate learning units. Finally, the preparation of detailed textual and/or audio-visual materials for use in the development programmes. This is a rather difficult approach to follow as it requires high level of professional competency at all the stages of the process of curriculum and materials development. However, the programmes which have opted for this strategy have succeeded in demonstrating the relationships between population issues and quality of life of the individual, family and the community. This approach is currently being tried in various countries in the region, especially in the areas of literacy and rural development programmes. A partial list of the countries and the programmes experimenting with this approach is given below:

a) Functional literacy programmes of Afghanistan, India (Uttar Pradesh - Literacy House, Lucknow; West Bengal - Bengal League), Iran, Nepal, Pakistan and Thailand.

b) Rural development and vocational preparation programmes in the Philippines, such as the Agricultural Approach to Family Planning Project of the International Institute of Rural Reconstruction (IIRR), the Vocational Preparation Programme of the National Manpower Youth Council, the Home Economics and Food Production Programme of the Bureau of Agricultural Extension, the Small Farmers Development Programme of the Ministry of Agrarian Reforms, and the Functional Education Project of the PRRM.

3. Core learning kit approach

This approach calls for the development of general curriculum and appropriate teaching-learning materials to meet the learning needs of the out-of-school population. This approach differs from the separate unit course and infusion strategies in the sense that it neither advocates the infusion of population education concepts into other disciplines nor does it form a unit within any other discipline. Instead, the advocates of this approach identify common areas of interests and needs of various categories of target audiences, predetermine sets of relevant population education concepts, translate them into a series of learning activities and prepare appropriate teaching-learning materials. All of these materials are then compiled in the form of modules or guides referred to as "core learning kits".

The field workers of various development departments are then provided training in the contents of the kit and their use in the field, especially emphasizing to the users the need for adapting the contents and the teaching-learning materials to varying socio-cultural context. At present, the Non-Formal Education Directorate of Indonesia and the Population Centre Foundation of the Philippines are experimenting with this approach.

The Three Approaches

The brief description of the approaches and their adoption as given in the above paragraphs indicate that not one of the approaches is universally accepted. Moreover, population education being comparatively a recent development, has not been subjected to rigorous research and evaluation studies. There is therefore hardly sufficient empirical data that could prove the superiority of one approach over the others. It may, therefore, be advisable to try any of the above approaches and modify them in the light of the local situations and the experiences gained.

The general problem of integration of population education concepts in different disciplines was also discussed in the 1978 Regional Consultative Meeting on Future Directions of Population Education. The participants to that Meeting observed that, "curriculum and materials developed by the population education projects in some countries using conceptual and sequential approach to curriculum development lose their identity and focus when integrated in the subject disciplines."5/ And some participants in the meeting were concerned. They said that if in fact population education concepts are that important, why should we allow them to disappear in the process of integration ?

One then wonders if population education concepts for the out-of-school youth and adults suffer the same fate when integrated in development programmes. Not necessarily so. This is mainly because while in the formal school set-up content is by and large fixed by the nature of the discipline to which population concepts are integrated, contents in non-formal education are flexible and largely focused on actual problems, not theoretical or hypothetical ones. And many of the day-to-day problems of out-of-school youth and adults are riveted to population problems, and the foci of many development programmes. Problems like unemployment, landless tenants, predominance of unskilled workers, malnourishment and undernourishment, slum overcrowding, illiteracy, shortage of decent housing and clothing, prevalence of diseases, pollution of environment and increasing crime rates are largely due to unplanned population growth and movements. Population-caused problems are indeed the foci of many development programmes. Population concepts are therefore unlikely to disappear in the process of integration into development programmes, as is sometimes the case in in-school subjects.6/

A few examples illustrating the integration of family planning/ population education in development programmes have been selected from different programmes and presented below:7/

5/ Ibid.

6/ Adapted from a paper prepared by Ansar Ali Khan and Leonardo de la Cruz, "Integration of Population Education in Development Programmes for Out-of-School Youth Adults."

7/ Ibid.

Agriculture

About 70 per cent of the labour force in 1970 in Asia is employed in the agricultural sector.[8] This is probably the case even nowadays in many countries in the region. Population education materials in the context of agricultural development are therefore crucial. One such set of population education/family planning materials is the one developed at the International Institute of Rural Reconstruction (IIRR) in the Philippines entitled "Agricultural Approach to Family Planning." The approach makes use of parallelisms in the household and farm in educating people about family planning. Some examples are quoted below. However, only the text of the flip-charts are included here and not the technicolored illustrations that go with every chart.

(1)

The mango tree if laden with fruits
will oftentimes have broken and splintered branches.
Like a man with many children
if ever he succeeds it is a heavy burden.

(2)

Mango when planted should be far apart
so that the trees are big and strong.
When the trees are planted closely
they easily get crowded
that's why when they grow are naturally small.

Like a woman if child birth is properly spaced
children are big and healthy
because they are well taken care.
If child birth is frequent
children are neglected oftentimes they quarrel.

(3)

A mango tree that doesn't bear fruits
must always be smudged
so that even when not in season it bears fruits.
If married couple believe they are sterile
they must always consult a doctor
in order to help them to understand the reason
and bear a child as an experience.

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[8] U.N. Implementation of the International Development Strategy. Vol. I, New York, 1973.

While the approach is labelled family planning rather than population education, it is a broader concept of family planning. Note that the first set of statements is suggesting small family size, but is not really specifying a magic number. In the second, the message is on spacing of births; while in the third, the importance of having children is a case in point.

Home Economics

The Home Economics Division of the Bureau of Agricultural Extension in the Philippines initiated an Integrated Planning for Improved Living (IPIL). This is a clear case of integration of population education in a home economics extension development programme. IPIL is aimed primarily at rural women in the Philippines. IPIL is an integrated approach to various interrelated aspects in family living, such as nutrition and food preparation, health and sanitation, home management, clothing, family life and child development and home industry. Population education/family planning is integrated in these aspects.

The population education concepts which are integrated in home economics extension subject matter are as follows:

Food and nutrition

1. Rapid population growth affects food production and consumption which may lead to lack of food supply.

2. Strong relationships exist between poor nutrition and health and the quality of human population.

Home management

1. Other things being equal, the utilization and management of the family's resources will be less complicated if the family is small.

2. The amount of space in the house is affected by the number of family members, their life style and perception of personal space.

Clothing

1. The size of the family affects family needs for clothing.

2. Clothing storage facilities are affected by increase in family members.

Home industry

1. High dependency ratio among big families is reduced through productive activities in home industries.

2. Increased family income has positive effect on family values which may include higher aspirations for the education of children.

Functional literacy

The Thai Khit-pen concept is a unique approach to integrating family life planning to functional literacy programme. Khit-pen literally means to think, to be or to be able to think. The man behind Khit-pen, Dr. Kowit Vorapipatana, thinks that a man who has mastered the process of Khit-pen will be able to approach problems in his daily life systematically. He will be able to examine the causes of his problems, gather the widest range of information on possible courses of action and weigh the merits of each option, based on his own values, his own capabilities, his personal situation, and the degree of feasibility of each solution. In this programme, the learners are not given a textbook. Instead, they receive a card each session, and these cards gradually mount up to form a kind of text. Each card has a picture for discussion on one side and short text on the other with spaces for writing practice. Each card focuses on a problem area related to methods of rice farming, basic health and maternity information, marketing, etc. Family planning and population information are integrated in these topics. One sample lesson is quoted below:

Rationale

Normally, families with low income have many problems to deal with and one of the more serious problems is the cost of living. If they were also to have many children their already serious problems would even get worse and would result in the deterioration of the family health both physically and mentally.

Objectives

To encourage the learners to consider the advantages and disadvantages of having children under each individual's own circumstances.

Topics to be discussed

Do you agree with the saying that, "A family with many children will be poor?" Why ?

Considering your own standard of living do you think you should have a big or a small family ? Please explain in detail.

The mother with frequent pregnancy is aged too soon, susceptible to disease, and too frequent pregnancy.
A child born from such a
mother will be unhealthy. If the
mother does not want to have an
unhealthy child, have an unhealthy
body, get sick easily, and __________,
she must try not to have ___________. 9/

In the foregoing pages, an attempt has been made to briefly describe curriculum development approaches and to illustrate how different agencies and organizations have integrated population education concepts in selected development programmes for out-of-school youth and adults. The coverage is far from exhaustive. It is hoped that this could be a spring-board for collating innovative approaches to integrating population education in development programmes.

Conclusion

The brief description of curriculum development for out-of-school population education can be concluded simply by saying that it is co-operatively developed. It is both problem-centred as well as people-centred. It is a dynamic and continuous process. It is flexible enough to accommodate new facts and new ideas relevant to the situations to provide for life-long learning.

9/ Functional Literacy and Family Planning Project. Division of Adult Education, Development of Educational Techniques, Ministry of Education, Thailand.

CONCEPTS AND PRACTICE OF EVALUATION

by

F.L. Higginson*

I. Conceptual Framework

- A. Conceptual Framework
- B. Systems Analysis
- C. Analyzing a system's performance
- D. Limits of the conceptual framework

II. The Components of a Project

- A. Objectives
  - 1. Development Objectives
  - 2. Immediate Objectives
- B. Performance Indicators
- C. Operating Constraints
- D. Planning assumptions
- E. Expected results
- F. Resources
- G. Capital and recurrent costs

III. The Methodology of Evaluation

- A. Checking the relevance of a project
- B. Operationalizing a project's "fuzzy" objectives
- C. Identifying performance indicators
- D. Evaluation of project outputs
  - 1. General comments
  - 2. Outputs
  - 3. Impact
  - 4. Utilization as a proxy indicator
  - 5. Long-term results and unforeseen results

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TRAINING MODALITIES IN POPULATION EDUCATION: THE ASIA AND OCEANIA EXPERIENCE

by

Leonardo de la Cruz*

1. Introduction

In many countries in Asia and the Pacific, population education is regarded as one of the leading educational innovations of the Seventies. Population education is recognized as the education sector's invaluable contribution towards the multi-sectoral effort designed to mitigate the negative impact of unplanned population growth on the development programmes of countries in the region. Most countries in the region have realized that rapid population growth is one of the root-causes for the prevalence of millions of people who are ill-fed, ill-housed, ill-clothed, ill-educated, and in poor health and unemployed.

In the fifties and sixties, many countries in the region started family planning programmes which are largely clinic-oriented. Although there was an information, education and communication component to family planning programmes, the population issues were in many cases over-simplified, such as the massive propaganda that the "small family is a happy family". This assertion is hardly meaningful in the context of many socio-cultural environments in the region. Hence, many family planning programmes could not realize the desired impact. In fact some family planning programmes that resorted to indoctrinative and coercive methods failed miserably. When this happened, many countries wondered if in fact an educational programme that makes young people and adults aware of the impact of population change in development efforts and aspects of quality of life (including clothing, shelter, food and nutrition, environment, resources, employment, education, health and leisure) might in fact be one of the better solutions to problems arising from unplanned population growth.

Population-related behaviours bristle with value-laden issues, which can only be fully understood through an educational programme, i.e., population education. The ultimate goal of population education or any good educational programme for that matter is not to indoctrinate people superficially regarding issues which affect their basic value systems. Rather the goal of population education is to pose realistic alternatives, to examine consequences of each alternative, and to enable individuals to formulate rational decision-making behaviour regarding population issues.

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*Paper prepared by Dr. Leonardo de la Cruz, Regional Adviser on Population Education, Unesco, ROEAP, Bangkok, November 1980.

From the above discussion one can already infer the complex nature and challenging role of population education. And this would have implications to the training of teachers and other key personnel in this emerging discipline. There are, of course, other factors that add to the complexity of population education such as the following:

1.1 Sources of Content

Population education draws content mainly from demography, population studies and the social sciences. There is a need for skills in developing a body of materials necessary for delivering the desired message.

1.2 Integration

In the in-school, one had to invariably integrate population education in existing disciplines. In view of the already over-crowded school curriculum, any attempt at introducing a new course is bound to be resisted. In the out-of-school, it has to be integrated in ongoing and priority development programmes. It is an exercise in futility to preach population education to the homeless, hungry, the sick, unemployed and uneducated. Integration, in this regard, is a skill that needs to be developed, to ensure that appropriate population content fits in natural plug-in points in the different school subjects and/or development programmes.

1.3 Changing Attitudes and Behaviour

To provide knowledge about population matters is easy, as borne out by many KAP (Knowledge, Attitude and Practice) studies. It is a Herculean task to change attitude and behaviour, which ought to be the ultimate objective of population education.

1.4 Socio-political Constraint

To date many people erroneously equate population education with the narrow concept of family planning, i.e., birth control. Whenever population education is viewed as euphemism for family planning, socio-political constraints arise such as the following:

a) Racial. In a plural society, the fears of minority communities that they would eventually get the extinct or the fear of the majority community that their numerical predominance would be ended.

b) Political. In some countries, ethnic groups are identified with political parties. Such groups adopt pronatalist policy in order to enhance political ends.

c) Values of Children. In the Asia and Pacific context, children are assets, especially in agricultural communities and in general as contributors to the family income; and are security for old age. If population education remains equated with the narrow concept of family planning, then resistance to population education is a likely phenomenon.

d) Religion. Again in view of the fact that population education is confused with family planning, there is still resistance of some religious groups in teaching population education in both in-school and out-of-school sectors.

It is with the above scenario that alternative training schemes in population education have been conceived in some countries in Asia and the Pacific.

Many educators in the region think that population education can only be as good as the teachers and key personnel responsible for its implementation. And since population education is a relatively new course, there is a need for massive in-service and pre-service training of school officials, particularly teachers. How does one train the huge number of teachers and other personnel in population education ?

This paper is an attempt at describing the different modalities for training teachers and other personnel in population education, both for the in-school and the out-of-school. The emphasis of the paper is on the process used by different countries.

2. Training of Teachers (In-School)

There are at least four models for training teachers in population education evolved in countries in Asia and the Pacific. These are, i) phased face-to-face training done by Ministry of Education, ii) phased face-to-face training done by University/Teacher Training College, iii) self-learning modules, and iv) correspondence. These are briefly discussed below:

2.1 Phased Face-to-Face Training by the Ministry of Education

This model has been used by countries which have a separate Population Education Unit (PEU) in the Ministry of Education.

In Bangladesh, it was planned to provide face-to-face training to about 56,000 teachers at different levels of education within a period of four years (1977-1980). For the purpose, 19 population education officers have been posted in 19 districts of the country. These officers organize training programmes. Training materials are developed centrally and sent out to the district officers. The training is given by the district officers and key personnel who received intensive training earlier. About 250 educators drawn from administrators, supervisors, and teacher trainers in institutions of higher learning were trained through 'key personnel' training programmes before the teacher training programmes were launched.1/ Among the materials used for training are training manuals; population education modules, mimeographed articles on various topics, charts, maps, and films. Lecture has been the main methodology used.

The Philippines has adopted one modality in its effort to train 186,000 elementary school teachers (75 per cent of the total), 15,000 secondary teachers (20 per cent of the total) and 360 teacher-training instructors in the country. The core of the original training scheme of the Population Education Programme of the Philippines was a five-week training programme on the national level for subject area supervisors and/or co-ordinators and department heads of secondary schools in groups of fifty. After their training, these division supervisors/co-ordinators/department heads in teams of two [called Supervisory Training Team (STTs)] conducted a series of one-week training programmes for the elementary and secondary teachers in their respective school divisions. In view of the inability to reach the desired number of teachers through direct training of STTs in due time, the scheme was altered in 1975, whereby STT-trained district supervisors, principals and department heads stepped in as middle-level trainers. They conducted 40-hour school-level training programmes for their respective teachers. Recently lunched is the modular approach for teacher training in population education. As an alternative scheme to meet the needs of teachers who cannot attend in-service seminars, twelve modules containing the approximate content of a one-week training course were prepared and distributed in the field.2/

1/Using the above modality, as of April 1980, the Project has trained 277 key personnel, 348 College principals, heads of technical/vocational institutes and sub-divisional education officers, 443 college teachers, 5,993 heads of secondary schools, 25,292 heads and teachers of primary schools, 19 District Population Officers, 37 District Education Officers, and District Inspectors of School and 403 Thana Education Officers.

2/For a more detailed discussion, see "A Study of the Contribution of Population Education to Educational Renewal and Innovations in the Philippines", Chapter 4, CAPAPE, Population Education Section, Unesco, Paris, 1980.

Sri Lanka has its own unique modality for training. It conducted seminars for regional directors of education, and for other administrative and supervisory staff. The most important phase was the training of master teachers in the field of science, mathematics, social studies and languages. The master teachers then continue to train the subject teachers at the district level through their regular study circles which are organized under in-service programmes of the Ministry of Education. Among the materials used for the training of master teachers, and eventually the teachers in about 7,000 schools were the course guides and the National Source Book on Population Education.

In the newly formulated project in Thailand, THA/79/P01 "Development and Implementation of Population Education Programmes (Phase II)", the Population Education Unit (PEU) of the Ministry of Education plans to train lower secondary and lower vocational teachers in population education. It is planned to train one representative from each school on how to use the new materials (to be developed in the Project) and how to integrate population education into the new social studies curriculum. These teachers will then have responsibility of training the other teachers in their schools who are to be involved in teaching population education. About 2,500 teachers will be trained at the 12 educational regions with the teacher training institutes as co-operating institutions and venue. The training will be conducted by supervisors who were earlier trained by PEU and Mahidol University.

2.2 Phased Face-to-Face Training by University/Teacher Training College

The training of teachers in population education conducted by the Ministry of Education consists mainly of in-service; while those conducted by the University/Teacher Training College are both in-service and pre-service. Some Teacher Training Colleges are, however, directly under the Ministry of Education. A case in point is the Population Education Programme at the Bangladesh Education Extension and Research Institute situated at the Dacca Teacher's Training College in Bangladesh. (The Project was funded by IDA up to 1980). This programme conducted in-service teacher education for secondary school teachers. In Bangladesh, population education has been introduced as part of one of the existing courses of primary teacher training institutes and teacher training colleges.

In the People's Republic of China, 10 pedagogical institutes from different parts of the country are now providing in-service training programmes in population education especially for middle school (secondary school) teachers. Through the newly approved UNFPA funded project, executed by Unesco entitled, "Population Education in Secondary Schools" CPR/80/P04, a more intensive in-service training of teachers in population education was launched. It is expected that each of the 10 provincial pedagogical institutes will conduct eight in-service training classes in population education per year. In addition, winter and summer classes would be conducted. Each class shall consist of about 50 or a total of 800 teachers per institute for two years. The target of the Project is to train at least 8,000 teachers during the two-year life span of the project. It is expected that training materials which are based on the revised middle school curriculum and the revised instructional materials in population education shall be developed. A Source Book on Population Education for Teachers is being developed with some assistance from the Unesco Regional Office for Education in Asia and the Pacific, which could be supplied to the teachers. It is, likewise, expected that during the in-service training programmes, the teachers would be able to develop their own teachers guides and prototype lesson plans in population education suited to their own subject and the socio-cultural conditions of their communities.

It should be noted that the emphasis of the Project is on in-service programmes in population education, rather than pre-service (although the latter will also be given some attention). This is mainly because with the success of the two child per family mandated earlier and now the one child per family, it is expected that the enrolment in the primary schools will decrease, as it has already been so in many big cities and some provinces. The surplus primary school teachers will be provided in-service training by the pedagogical institutes to shift them to the middle schools. These Institutes to be involved in the Project are strategically located in different parts of the country. These Institutes will serve as the training centres for middle school teachers in population education in their respective provinces/municipalities, not only for the teachers who would implement population education during the life span of this Project, but to all middle school teachers who would eventually go all-out in teaching population education in the future. It is expected that these Institutes will help bring positive results in population education, thus enabling the Ministry of Education to help realize the goal of reducing the growth of population from 12 per thousand to 5 per thousand by 1985.3/

3/Excerpted from the project document, CPR/80/P04, "Population Education in Secondary Schools".

In India, some universities have been involved in the training of teachers in population education. Special mention is due Sri Venkateswara University in Tirupati, which has courses in population studies at the master's and bachelor's levels.

In Indonesia, there are two main focal points in teacher training-pre-service and in-service. The pre-service population education activities are integrated into the teacher education curricula at the primary (SPG) and secondary teacher training institutes (IKIP). In the in-service, Indonesia has trained a core of master teachers in population education drawn from two levels - administrators and instructors/teachers. These master teachers work side by side with other key personnel; involved in the massive programme of up-grading all teachers for the new curriculum being introduced in various school subjects. In addition, teachers/instructors for the out-of-school population education programme are being trained. Teaching kits, consisting of audio-visual materials are being developed for use in training people from the out-of-school sector.

The population education project in the Republic of Korea also included a systematic implementation of in-service training of teachers and administrators. It began with the preparation of teacher trainers, through seminars and intensive training for six weeks. These participants were largely faculty members of teacher training institutions in the provinces. Thereafter, they undertook a massive in-service training programme for teachers of different subject areas in secondary schools. In addition, orientation programmes for school principals and supervisors were also organized. Based on these experiences, work on the development of pre-service programmes have been started in 1978.[4]

The Republic of Korea's Demonstrative College Programme is a unique approach to pre-service preparation in population education. The Programme was designed to help four universities to develop and tryout population education for college students. At Seoul National University, population education contents were infused in Anthropology, Korean History, Social Work, Home Economics, Sociology, Demography, Geography, Ecology, Genetics and Biology. In Yonsei University, population education contents were infused in the course, "School and Community" at the School of Education. This is a required course for the pre-service teacher training programme. At Korea University, an inter-departmental course "Population

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[4] For a more detailed write-up, see. "A Study of the Contribution of Population Education to Educational Renewal and Innovation in the Republic of Korea", Chapter 4 CAPAPE, Population Education Section, Unesco, Paris, 1980

Growth and the Future" is offered as a three-unit general education course. At Ewha Women's University, a three-unit elective course, "Population and the Future" has been started in 1975.

In the Philippines, a three-unit course in population education is either a required or an elective subject in the various teacher training institutions. In addition, population education content is found in most of the curricula in the School of Arts and Sciences generally included in a subject called "Current Issues and Problems". In Bicol University, a prospective teacher can major in population education. And at the University of the Philippines one can pursue a Masters Degree in Population Education.

In Thailand, the Mahidol University Population Education Programme was assigned by the Ministry of Education to conduct a five-week training programme in population education for educational supervisors. These educational supervisors were, in turn, expected to organize a similar training programme for teachers in their geographical area of responsibility. The Department of Education, Faculty of Social Sciences and Humanities at Mahidol University also initiated a graduate training programme in population education leading to a M.A. degree in development education (population education) in 1975.

2.3 Self-Learning Module

Population education is one of the innovations being introduced in the formal education system of Malaysia. In view of the cost involve in training about 100,000 teachers in population education through face-to-face group training, as well as the time factor, alternative strategies have been thought of. One such strategy is through the Self-Learning Modules (SLEM). It is quite a unique approach in that it is a school-based educational programme. Instead of merely distributing the SLEM, and assuming teachers will read them, 2-3 hour discussions on each of the eight modules are conducted, with the headmaster of the school acting as course manager. He and the teachers are engaged in a self-learning process. The eight modules that have been developed, are i) Introductory Module, ii) Population Change - Its Determinants and Consequences, iii) Population Situation in the World and Malaysia, iv) Population Programmes in Malaysia, v) Population and Environment, vi) Population and Resources, vii) Population and Quality of Life. In addition, a management module for use by the headmaster has been developed. The headmasters, thus, now assume a new role, i.e., as professional leaders instead of mere school administrators.

In the Philippines, as mentioned in Section 2.1, in-service training through self-instructional modules was resorted in order to accelerate the training of teachers and as part of the Population Education Programme's (PEP) effort to explore alternative schemes and innovations in training teachers in population education. The CAPAPE document referred to earlier aptly describes the approach as follows:

"The modules were envisioned as meeting the needs of teachers who could not participate in face-to-face training like those in isolated villages and island municipalities, teachers in the private schools who could not leave their classes for a prolonged period of time, and newly-employed teachers. Both the content, which covered the material in the one-week in-service course, and the system of administering these modules were carefully tested with the assistance of the East-West Communication Institute, since there had been little previous use of this training strategy within the Philippine educational system.

In 1976, 540 elementary school teachers from five school divisions tested the use of twelve self-instructional modules in population education, using three different management schemes, namely: independent study by teachers; monitored study, assisted by a trained elementary school principal; and monitored study, assisted by a trained district supervisor. An accompanying Module Manager's Guide was also developed by the Programme and tested by the officials involved in the pilot study. The significant difference between teachers pre- and post-test performance, and their feedback to the Programme's staff, indicated that the modules would provide an effective and acceptable alternative to face-to-face training.

The 1977 nationwide implementation of the modular approach necessitated the training of module managers through a series of two-day orientation seminars which were held in thirteen regions in 1978. Participants, who included members of the Supervisory Training Teams, discussed the operationalization of the modular approach, reviewed the twelve modules and the Module Manager's Guide, and prepared a training model, including the schedule and flow of materials which was subsequently implemented in an expanding number of school divisions.

The modules developed for in-service training became an invaluable resource for pre-service teacher training as well.5/

5/"Study of the Contribution of Population Education to Educational Renewal and Innovation in the Philippines" op. cit. pp. 130-131.

2.4 Correspondence

In Pakistan, Allama Iqbal Open University, inter-alia, is charged with the responsibility of providing in-service training to primary school teachers mainly through correspondence. A one-week training course in population education is one of the main components of the in-service training course. The Primary Teacher's Orientation Course (PTOC) to which population education has been infused, is an 18-unit correspondence package that reached about 50,000 teachers as of 1979, out of the targeted 0.1 million primary school teachers. The ultimate objective of the study unit on population education is to sensitize the teachers to population problems and to equip them with the necessary knowledge and skills to make their students aware of the consequences of rapid population growth and develop positive behaviour during adulthood.

2.5 Regional Training Modality

The Regional Mobile Team has used at least four main regional training modalities, (as differentiated from meetings, seminars) namely i) Group Training Course, ii) Inter-Country Mobile Training Programme, iii) Field Operational Seminar and iv) Internship Programme.

The Group Training Course consisted of the three phases, namely, i) correspondence, ii) face-to-face training, and iii) follow-up national training. The correspondence served two purposes. First, in view of the heterogenous entry qualifications of the participants, through the population education lessons through correspondence, it was possible to create a more homogenous initial base. Likewise, since the nominees who requested for the correspondence phase is usually thrice the number who could be awarded fellowship for the face-to-face training, the Regional Mobile Team is able to select the participants who could best serve the cause of population education in the Member States concerned. The face-to-face training go beyond listening to lectures and reading reference documents. It involves the participants in actual situational experiences. Hence, in the course, the participants go through the detailed process of curriculum development, development of teaching units and alternative sample instructional materials.

The lectures and panel discussions revolves around the development of population education curriculum, teaching units (including behavioural objectives, inquiry and value clarification and evaluation) and sample instructional materials. For example, the lecture - discussions on approaches to curriculum development afford the participants knowledge of alternative and innovative approaches to curriculum development both in the in- and out-of-school sectors. Similarly, the panel discussions on population, as it interrelates with food and agriculture, health, employment, resources, environment, economic and educational development provides the participants with relevant sources of curricular content. Specialists from the other U.N. agencies, and national experts in Thailand are usually invited to serve on the panel discussions.

Likewise, the lecture discussions and filmstrip presentations on the development of teaching units and sample instructional materials are limited to the extent that such activities enhanced the development of the outputs desired in the training course. In the group work that followed the lecture discussions, the participants translate the knowledge acquired into curriculum, teaching units and instructional materials in population education. Two sets of curriculum, teaching units and instructional materials are, therefore, usually developed, one for the in-school and another for the out-of-school, as there were two main working groups. Two forms of evaluation are used in the Course, namely pre- and post-test of knowledge gain and attitude change, and evaluation of the training programme by the participants.

To ensure multiplier effect, the participants in the training course develop plans for a follow-up national training programme. This follow-up national training programmes are provided financial and technical assistance by UNFPA and Unesco respectively.6/

A second modality is the Inter-Country Mobile Training Programme, which consists of three main phases, too, namely i) inter-country study visit, ii) synthesis and programme planning meeting, and iii) follow-up national training.

In the inter-country study visit, two groups are formed - in-school and out-of-school group. Each group visits country programmes in population education. In the past, it has been Bangladesh and Malaysia for the in-school; and Indonesia and Philippines for the out-of-school. The visit to each country is for about a week. After the study visit, the two groups converge at the Unesco Regional Office for synthesis and programme planning meeting. After reviewing their experiences, each national team plans a group training workshop to be organized in their countries. Upon arrival

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6/See published reports of the Group Training Courses in 1976, 1977 and 1980.

in their countries, the plan is discussed with the appropriate authorities. The Regional Mobile Team participates in the national training programme.7/

The third modality, Field Operational Seminar is discussed in Section 2.3 of this paper.

The fourth regional training modality is the internship. The best illustration of this, is the Internship Programme on Population Education Documentation. In 1978 and 1979, the Regional Mobile Team organized this Internship Programme. Key technical personnel from Member States were invited to this Internship Programme who can, on their return serve to strengthen the flow of population education information and materials. The general goals of the programme are to stimulate the flow of information and materials at the national level, to assist in developing national documentation and clearing house services in population education; and through the participants, to enhance the intercountry flow of materials and information.

Three batches of interns have been trained. The first batch consisted of three interns, one each from Afghanistan, Indonesia and Malaysia. The second batch had four participants, one each from Bangladesh and India, and two from Thailand. The third batch consisted of seven participants from Bangladesh, India, Indonesia, Nepal and the Philippines.

The course consisted of 15 activities which were called modules. The modules deal with four main topics, namely - i) population education: ii) library services and skills (acquiring, cataloguing, classifying materials); iii) documentation skills (preparing publications and processing materials) and iv) clearing house activities (selective dissemination of information, networks and distribution of materials, evaluation of clearing house services).

The modules were revised after the completion of the first course in the light of the comments of the interns, the consultant, the members of the Regional Mobile Team, and those of the documentalists in the Unesco Regional Office Documentation Centre. The modules have been published in three packages, namely i) Library Technical Services, ii) Meeting Information Needs in Population Education and iii) Reference Book.

While undergoing training, the interns developed accession lists, bibliographies, packages for the use of trainers as well as teachers, abstract series on basic concepts of

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7/See Report of the Inter-Country Mobile Training Programme, 1979.

population education, curriculum development, visual aids, etc., besides identifying primary materials for use in their countries. The interns also prepared project proposals for establishing national population education documentation and Clearing House in their respective countries.

It is to be noted that the Regional Mobile Team organizes regional meetings, seminars, workshops and study tours. However, strictly speaking, these are not regarded as training programmes, though by and large, they serve as crucial strategy for orientating key officials - including policy-makers and top and middle-level decision-makers to population education. Invariably, after participating in such regional activities of the Unesco Regional Mobile Team, many become exponents of population education in their countries.

3. Training of Key Personnel (Out-of-School)

The case studies on the development of out-of-school population education subcontracted to nationals from Bangladesh, India, Indonesia, Pakistan, Philippines, Republic of Korea, Sri Lanka and Thailand, did not show distinctive models for training key personnel in population education. The case studies, however, pointed to the need for trained personnel belonging to two broad categories, namely:

a) personnel to develop programmes by undertaking curriculum and instructional materials development integrating population education in development programmes; and

b) personnel to deliver programmes at the grass-roots level.[8]

There are, of course, some innovative approaches to training in out-of-school population education tried out by Member States in the region. A few of them are briefly discussed in this paper.

3.1 Population Education in Functional Literacy Programme

In Afghanistan, the General Agency for Literacy Campaign (GALC), of the Ministry of Education launched a project called Family Health and Adult Education in July 1976. The project is funded by UNFPA and executed by Unesco. The main aim of the project was to evolve strategies for integration of population education in ongoing and new adult education and functional literacy programmes. The Project was planned to develop basic literacy, numeracy and technical skills, among learners into which population education contents were to be integrated. It was, therefore, planned to train field workers in literacy and adult education in population education.

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[8] Population Education Programme Service. Development of Out-of-School Population Education Programme, Unesco, ROEAP, 1980 p. 24.

Starting 1979, a new project has been launched in Afghanistan entitled, "Family Health, Family Life Education through Mass Education Programme". This project again is to be implemented by the General Agency for Literacy Campaign, Ministry of Education. The project is funded by UNFPA and executed by Unesco. Illiteracy is recognized as one of the major factors retarding the social and economic progress and the people's active participation in national reconstruction in Afghanistan. The overall literacy rate is estimated at a mere 5 per cent, the position among rural areas and women being particularly low. Hence, like the project Family Health and Adult Education, this project hopes to contribute to the eradication of illiteracy in Afghanistan. The main objective of the project is to incorporate essential elements for population and environmental education, better family living and family relationships in functional literacy and post-literacy activities.

The training of teaching cadres was considered an important first step in the implementation of the above literacy programme. The sources for the teaching cadres are - school teachers, university students, school students, who have the capability to teach, persons educated beyond the eighth grade. It is planned to conduct training for trainers, including the integration of population and environmental content in literacy programmes.

In India, the National Directorate of Adult Education and the Literacy House in Lucknow have trained key personnel in integrating population education in functional literacy and adult education programmes. Unesco has been associated with at least two Training Workshops on Population Education in Adult Education Programmes, the latest being in April to May 1980. In the latter, there were 43 participants representing radio and television, universities, health and family welfare, agricultural extension and adult education. The main objective of the training programme was to provide experience in the development of instructional materials integrating population education in adult education programmes.

In Indonesia, about 80 per cent of the 140 million people lives in rural areas. Of these about 26.5 million, or 26.9 per cent, of the age-group 10 years and above is illiterate and living in ignorance and poverty. In 1977, about 27 per cent, or 8 million, of the population in the age group 7-12 years, did not have the opportunity for formal education. Besides this, about 10 million, or 60 per cent of primary school children drop out before completing primary schooling. Here is a case of inequality of educational opportunity and access to man's basic human right.

The Government, through the Directorate of Non-Formal Education, Youth and Sports, has launched innovative programmes to remedy the situation. One such programme involves the Sanggar Kegiatan Belajar (SKB), or learning centres designed to foster a learning society. To provide equality of educational opportunity and access, two objectives were set, namely - i) to develop several packages of learning materials to meet the basic learning needs of out-of-school children, youth and other interested learners, and ii) to assist in the formation of learning groups and learning centres to facilitate non-formal learning. Three main sets of learning packages have been developed, namely - i) Package A for illiterates, new literates and primary school drop outs; ii) Package B for those who complete package A and for drop outs from junior high schools; and iii) Package C for drop outs from senior high schools and those who complete package B or its equivalent. Population education has been integrated in these packages because it is better appreciated and its message better recognized when interwoven into development programmes such as literacy and adult education, rather than if taught in isolation. In 1979/80, a two-week national training of Community Education, Youth and Sports Divisions in 26 provinces was planned. The training was focussed on re-inforcement of co-ordination, new ideas in programmes, learning materials, monitoring, supervision, evaluation and recording and reporting. A one-week training on population has been added to the above mentioned training programme.

In Thailand, the bulk of the out-of-school population education activities is assumed by the Division of Adult Education, Ministry of Education. A unique training modality has been adopted by the Division, in which learners are not given a textbook, but a card is issued each session, and these cards gradually mount up to form a kind of text. Of particular interest is the concrete and functional approach to this programme. Topics which are raised on the cards include methods of rice farming, use of fertilizers and pesticides, identification of a good seed, basic health and maternity information, and simple investment and marketing facts. These topics are integrated with some family planning and population information. The Ministry of Education has a massive programme to integrate population education into all of its adult education programmes, with the active collaboration of various ministries, universities and research institutes.

3.2 Population Education in Development Programmes

The experiences of many countries in the region have shown that population education for the out-of-school sector acquires more relevance when interwoven into areas that pre-occupy or interest the learner or is viewed as a solution, if not remedy, to actual day-to-day problems. It is for this reason that population education is being integrated in various non-formal education programmes such as adult education and literacy, home economics and nutrition, skills development, agricultural extension, social welfare drives, environmental education, urban renewal, manpower development, rural transformation and development, community development and so on. Invariably, the personnel in these programme areas do not have adequate training in curriculum and instructional materials development and thus face difficulties in integrating population education concepts into their disciplines as well as relating such concepts to the day-to-day problems of the individual, the family and the community.

Many training programmes for trainers in population education are, therefore, focused on the strategy for intergrating population education contents in various development programmes.

In Bangladesh, the Social Welfare Department and the Bangladesh Family Planning Association have conducted training programmes for youth leaders on the integration of population education in income generating projects. Similarly, the Agricultural Extension Institute of the Ministry of Agriculture and the Ministry of Rural Development have trained its development workers in integrating population education in their programmes.

In India, some universities have instituted training programmes in out-of-school population education. For example, Tirupati University in Andhra Pradesh and Madras University have special programmes for the training of personnel as well as field extension programmes following a unique approach called clums. Likewise, the United Board for Worker's Education in India has developed a Handbook for Population Education used in the training of three levels of workers namely, i) education officers and workers educators, ii) middle level trade union leaders and teacher-instructors, and iii) local trade union representative and active workers.

In the Republic of Korea, a teacher from each of the 800 primary schools in remote villages in the country were trained in population education using the materials developed by the Korean Institute for Research in the Behavioural Sciences (KIRBS). These teachers are charged with the responsibility of introducing population education to parents and out-of-school youth in remote villages.

In Malaysia, the staff of the Federal Land Development Authority have been trained in population education, so that they may create awareness and interest among the settlers in improving their quality of life. Likewise, the Ministry of Agriculture runs seven Institutes of Agriculture, which trains youth who have completed Grade 9 education as agricultural technicians. Population education is one of their required courses.

In the Philippines, the Integrated Human Resources Development Programme for Youth (IHRDPY), Ministry of Social Services and Development, youth who have left the formal school are afforded training in self-reliance in terms of economic productivity and social responsibility. Built in the manpower skills development scheme is the Population Awareness and Sex Education (PASE). The non-formal methods and techniques, derived from social work practice are used in training the youth in the PASE programme. In addition, with Unesco's assistance, a national training workshop on the integration of population education in development programmes was conducted by the Office of Non-Formal Education, Ministry of Education in December 1979. Forty-one participants representing 21 government and non-government ministries/agencies participated in the training programme.

3.3 Field Operational Seminar

This is one form of participatory methodology used by the Regional Mobile Team on Population Education in its regional training programme. In 1979, a regional training course on "Instructional Materials Development in Out-of-School Population Education" was held in a rural setting (i.e., Philippine Rural Reconstruction Movement) in San Leonardo, Nueva Ecija, Philippines. The main thrust of the training workshop consisted of participatory activities in a rural community where the participants helped the target audience to identify problems and needs in the context of their socio-cultural and geographic settings. The population-related problems obstructing development efforts were identified through observation, questionnaires and interviews. The priority population-related problems became the foci of the development of curricula materials integrating population education content in various development programmes.

The curriculum and instructional materials developed were tried out, revised and printed as prototype materials for use in the different out-of-school educational programmes of the participating countries.9/

A similar methodology was used in a Regional Workshop on the Development of Curricula Materials for Integrating Population Education in Non-Formal Education Programmes involving about 30 participants from 12 countries in the region on 3-21 November 1980.

4. Concluding Statement

The discussion of the training programmes in the different countries is quite sketchy and far from complete. It is hoped that readers of the paper from the Asia and Pacific region will bring to the attention of the author other innovative training schemes in population education that ought to be included in the paper. Such schemes shall be incorporated in the subsequent enlargement and revision of the paper.

9/Instructional Materials Development in Out-of-School Population Education: Report of a Regional Training Workshop, Nueva Ecija, Philippines, 18-29 June 1979. Unesco ROEAP.

OBJECTIVES OF FAMILY LIFE EDUCATION

by

Rueben Dudley[*]

1. Concept

Family Planning has to be lifted from its old and narrow concept and given its proper place in the overall philosophy of welfare. It must embrace all aspects of family welfare, particularly those which are designed to protect and promote the health of mothers and children. It must become a part of the total concept of positive health. At the same time, it must find meaningful integration with other welfare programmes, *viz*. child care and development, family enrichment, nutrition, food, clothing, shelter, availability of safe drinking water, education, employment and economic activities, women's welfare, more meaningful and relevant opportunities for everyone in all sectors - rural, semi-urban and urban, etc. In other words, it deals with Family Life in all its entirety and this is what Family Life Education must seek to impart alongside development of action programmes and opportunities.

It is obvious that the terms family life, family welfare and family planning mean different things to different people. In the first place, the terms are quite often subjective ones which vary not only individually from family to family but also collectively in terms of geographical locality, economic level, social, cultural and traditional norms and practices.

It is only when there is a cause-and-effect connection made in the minds of people between their pattern of life, family formation and family size and their living conditions and opportunities will there be any effort to adopt practices such as family planning for their own welfare and improvement. When over a sustained period, there are factors like education for everyone, good health services, improved status of women, opportunities for employment and economic activities, social security and a more equitable distribution of wealth, people would begin to appreciate the advantages of setting up definite patterns in their life styles. It is, therefore, essential that education for this purpose at all levels of the community, must go hand in hand with efforts to improve social and economic conditions if it is to have positive and beneficial results.

2. Family Life Education and Family Welfare

Development programmes are commonly projected towards improving the "quality of life" for people and their families; in other words, it aims at improving the welfare and well-being of the people. Broadly conceived by this concept are economic, social/psychological and national factors related to all of life's needs : food, clothing, shelter, health and general human fulfillment, environmental quality and national development.

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[*] ILO Adviser on Labour and Population for the South Pacific, Suva

In providing education that relates these to the welfare of family members, the following factors, among others, would seem relevant:

(i) Economic Factors

a. adequate food of nutritious quality

b. supply of potable water and, in general, water to meet all needs

c. sufficient and suitable clothing and healthy living facilities

d. availability of preventive and curative health care

e. cash or means of exchange

f. family budgeting

g. savings and additional means of income

h. increasing ability to cope with needs and unexpected events

i. suitable, adequate and rewarding employment for those seeking it

j. better working conditions

k. old-age and sickness security

(ii) Social and Psychological Factors

a. capacity to meet emotional needs and for personal development

b. capacity to teach children how to adjust to life

c. capacity for helping the child develop mentally, physically and socially

d. time for leisure and relaxation

e. sufficient possibilities for social, cultural and religious activities

f. ability to decide as a family unit on all matters in a rational way

(iii) National Factors

a. reduce dependence

b. functional literacy: better social amenities and services

c. being conscious and having knowledge of one's environment and the capacity to improve it

d. being confident that a "better life for all" is being pursued

e. influence on issues affecting the country and sharing equitably in the benefits

f. influence on development programmes

g. influence on and participation in economic activities

From this list of interrelated factors it is obvious that the size of a family will largely determine the extent to which these needs are met, given their level of resources. Since the family is both a producing and consuming unit, any change in the number, composition and quality of household members possesses great implications for its well-being.

3. Family Planning

Family planning education is a part of Family Life Education. It is a term used to describe the means whereby couples are able voluntarily to determine the number and spacing of their children through prevention or postponement of conception. It involves a conscious decision between a man and a woman before having sexual intercourse whether or not they want to have a child. They either decide to :

a. have a baby; or,

b. if they do not want a baby right away, they use a family planning method to prevent the woman from getting pregnant until they are ready for a child.

Effective family planning implies two things:

a. "that the social, economic and health advantages and disadvantages of spacing and limiting the number of children are known to the couple; and

b. that the means for spacing and limiting the number of children in the family are available". 1

4. Family Welfare and Family Planning Linkages in Family Life Education

Family welfare and family planning are clearly two sides of the same coin. As indicated, this will stem from the fact that people are both producers of their own welfare and consumers of it. Thus, the characteristics of a family - composition and distribution - affect and are affected by the level of well-being.

An individual's demand for food depends on age, predominant activity, physical development and climate. Clearly old people require less quantity than children and youths. Healthy working adults need considerable quantities of "good" food. Too much or too little food has adverse repercussions on whoever the individual is. Food, obviously, is a basic need concomitant with levels of nutrition and health.

When a family is dependent on a given parcel of land to produce their food requirements or is dependent on a fixed cash income to purchase foodstuffs, every additional member to the family unit constitutes another potentially negative element in the welfare matrix of that family.

Consequently, if a family is to adequately feed itself they must either increase agricultural yields per existing unit area or expand their sources of income in order to cover the costs of purchasing more food. More often than not, of course, the amount of food produced per rural family member has dropped and inflation has wiped out the earning powers or the urban dweller. Under-utilization of labour, increasing marginality of holdings, increasing landlessness, rising indebtedness (given escalating price rises for essential inputs - fertilizer, seed, irrigation, chemicals, fuel), non-availability of convenient credit, insufficient capital for re-investment and lack of infrastructural support have contributed to food production less than the rates of population growth.

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1. ILO Asian Labour and Population Team, IN-PLANT POPULATION EDUCATION an Asian Handbook, (ILO Regional Office for Asia, Bangkok, 1977), p.139

Where there has been a reduction of land holdings in association with continued growth in family size, it has been found that farmers out of sheer necessity have to :

1. cut down trees in order to clear the land and plant more crops, thus reducing a source of firewood, building materials, home-made furniture and natural protection against wind and storm and erosion;
2. fill ponds for extending, cultivation and thus destroying fish - a vital source of protein - and vegetation, so potentially useful for manure to the soil and food in times of shortages;
3. reduce the number of fruit trees and gardens to plant yet more crops, thus losing the fresh vegetables and fruit and the essential vitamins they contain and increasing the dependence on a carbohydrate diet and a single cash crop; and
4. extend housing and other infrastructure to meet expanding needs, thus lacking space for raising livestock, poultry, etc.

Immediate manifestations for a family of a lack of good food are shown in increased infant mortality and rising incidences of malnutrition. Diseases and nutritional status are of course inextricably intertwined with the failure of food production to keep up with population growth. For the landless agricultural labourer, subsistence farmer or recent immigrant to urban slums, a growth in family size nearly always results in the average daily calorie supply per person falling below the minimum required for normal activity. And the larger the family the greater the chances that its members will suffer from some degree of malnutrition.

Particularly susceptible are young children and pregnant mothers. For an adult programmed into the permanent malaise of malnutrition, reduced activity and functional efficiency reduces employment opportunities and income. And if income falls nutritional levels fall with it.

Another prime causes of illness throughout the region is polluted drinking water. Again more than half the diseases affecting children and adults alike are water-related. Sanitation is an associated problem. The provision of food and a clean water supply so obviously essential for the well-being of any family, constitutes an enormous undertaking when population and family size increases rapidly.

Health conditions - and in particular as they affect survival rates - appear to be strongly linked to fertility. Of course, to the educated family aware of the socio-economic realities about them there is an obvious connection between the general health situation, high maternal mortality, high fertility and the need to practice family planning.

Some of these factors are:

(a) More maternal deaths occur among women who have had many children;

(b) More babies or babies coming too quickly - especially among immature girls and women over 35 - cause the mother to become weak or anaemic. Pregnancies are a strain on the body and when associated with malnutrition the mother is extremely vulnerable to a variety of sicknesses endangering both mother and child;

(c) A weak, ill or anaemic woman when she is pregnant often gives birth prematurely or gives birth to a nutritionally-deficient child; and

(d) If one baby is born soon after another, the first will not have breast milk for long and this will make it more likely to be malnourished. Additionally, as the mother carries the new baby giving it most of her attention, the first baby is liable to be miserable and disturbed.

Adequate clothing and housing are basic human needs required for survival. They are necessary to provide each family member with protection from extreme hot or cold temperatures, privacy and comfort. Children, especially, need a home not only to live in but also to provide a secure, stable place of growth.

"When the family increases, it does not automatically bring about a proportionate increase in the amount of accomodation, because living space can more easily be shared than the other articles that a new child needs. Food, medicines and even education cannot be "consumed" by more than one person, but more and more people can live in a house, more and more children can sleep in a bed, or on the floor. What happens then is that as the size of the family increases, the level of overcrowding increases. In other words more people will live in the same space as before. It can therefore be stated that AN INCREASE IN FAMILY SIZE AGGRAVATES THE HOUSING SITUATION".[2]

Cash or means of exchange is an essential requirement for a

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2. International Labour Office, op. cit, p. 33

family's welfare if it is ever to purchase the goods and services it requires for its survival. As self-sufficiency becomes possible for fewer and fewer people, a family's capacity to make choices ironically becomes less and less. The risk involved in change, the margin for error, when living on the fringe leaves little room for alternate life styles or experimentation with modernity.

People require more than just life's necessities. The whole concept of family welfare implies that survival is not enough: life should not be a hard fought struggle from day to day. Social, psychological and environmental factors constitute elements of family welfare and are inalienable rights to be enjoyed. This, however, cannot be the case unless cash or some means of exchange is available to adequately meet these needs. Where there are more needs than cash resources available to meet them, then the welfare of the family is under strain. Where there is insufficient resources even to meet the bare survival needs, then the family faces severe physical deprivation.

Increased income makes possible a higher standard of living in terms of survival, security, social relations, and environmental control. It not only improves the family capacity to consume and save but enhances parent's perception of the value of each additional child. As a result, living standards, income-earning possibilities, the costs of education, marriageability and employment opportunities are viewed in terms of current and anticipated resource availability. Such an appraisal invariably is associated with a desire to limit family size.

5. National Manifestations of the Linkage

In the widest sense also, population growth limitation and national welfare are closely linked. UNFPA, for example, no longer "... talk(s) any more in terms of family planning as an answer to population growth, because (they) realise that there is far more to population than family planning". Whilst it may be vital indeed, to slow down the rate of population growth, they assert, "... it is now realized that the number of children a family has depends on a very complex interaction, in which levels of education, the quality of housing, health and social security services play a part, and which is tied closely to the form which overall social and economic development is taking". 3

Today with the emphasis more on self-reliance, social justice and decentralization (people's participation in planning and decision-making) multi-sectoral population and family planning programmes involve a number of ministries, agencies and private organizations.

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3. Rafael M. Salas, INTERNATIONAL POPULATION ASSISTANCE : THE FIRST DECADE A Look at the Concepts and Policies which have Guided the UNFPA in Its First Years (Permagon Press, Oxford, 1979) p. 86

Several Ministries have responsibilities for strengthening and supplementing population activities. They are for example, Local Government; Rural Development and Cooperatives; Education; Agriculture; Information and Broadcasting; Labour; Social Welfare; Health; etc. Community participation, at all levels, and the means to achieve one's aspirations need to be given a significant emphasis in such an integrated approach.

6. Conclusion

The interrelationship between family welfare and family planning are vital elements of a Family Life Education programme. By reducing family size, alone, it can hardly be claimed that family welfare will automatically be increased. However, increased family size does eat into the fruits of family welfare gains and needs to be reckoned with when considering needs and resources. If socio-economic conditions of the family are to improve as a result of all round community development, then family planning must constitute an integral part of the welfare strategy as well as being a natural consequence of it. Without such planning, a family's capacity to be self-supportive will be severely constrained.

TEACHING/LEARNING PACKAGES AND MODULES

1. "Multi-Media Package for Training Teachers in Population Education", Unesco, Bangkok*

2. "Introduction to Demography in Population Education", a Tape/Slide Programme, Unesco, Bangkok

3. "Implications of Population Growth on Development: A Learning Programme for Journalists and Students of Mass Communication", Press Foundation of Asia, Asia-Pacific Institute for Broadcasting Development, and Unesco Regional Population Communication Unit, Kuala Lumpur*

4. "Motivating Field Workers in Population Programmes: Staff Development Training Materials", Unesco Regional Population Communication Unit, Kuala Lumpur*

ARTICLES

1. "Pacific Migration: Islanders Away from Home", *Pacific Islands Monthly*, September 1984, pp. 53-56*

2. "Population, Nutrition and Health", *Bulletin of the Unesco Regional Office for Education in Asia and the Pacific*, Number 23, June 1982, pp. 260-268*

3. Gordon, Sol, "The Case for a Moral Sex Education in the Schools", *The Journal of School Health*, Volume 51, Number 4, April 1981*

4. Hardin, Garrett, "The Tragedy of the Commons", *Science*, Volume 162, December 13, 1968, pp. 1243-1248

FILMS

Endangered Paradise—Trust Territory of the Pacific Islands Headquarters, Saipan, Northern Mariana Islands

Paradise in Peril—South Pacific Commission Media Training Resource Centre, Suva, Fiji

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*Given out to each participant in the workshop

Materials Recommended and Used in Workshop

BOOKS

1. Development of Instructional Materials in Population Education in the Pacific, A Report of the Regional Training Workshop, Unesco, Bangkok, 1984*

2. Gardening for Health: A Manual for Home Gardeners, Ministry of Agriculture and Fisheries and the National Food and Nutrition Committee, Suva, 1983*

3. Hau'ofa, E., Our Crowded Islands, Institute for Pacific Studies, University of the South Pacific, Suva, 1977

4. Jacobson, W.J., Population Education: A Knowledge Base, Teachers College Press, Columbia University, New York, 1979

5. McCarthy, W. (ed.), Teaching About Sex, Allen and Unwin, Inc., Sydney, 1984

6. McCarthy, W. and S. Gordon, Raising Your Child Responsibly in a Sexually Permissive Society, Collins, Sydney, 1984

7. Parkinson, S. and J. Lambert, The New Handbook of South Pacific Nutrition, National Food and Nutrition Committee, Suva, 1984

8. Population and Family Welfare Education for Workers: A Resource Book for Trainers, ILO, Bangkok, 1980

9. Population Education in Non-Formal Education and Development Programmes, Unesco, Bangkok, 1981*

10. Preparing Teachers for Population Education: A Handbook, Unesco, Paris, 1983*

11. Sharma, R.C., Population Trends, Resources, and Environment: A Handbook on Population Education, Dhanpat Rai and Sons, Delhi, 1975

12. Stewart, R.A. (ed.), Pacific Profiles, University of the South Pacific Extension Services, Suva, 1982

13. Villanueva, C.L., Value Clarification on Population Education, Population Centre Foundation, Manila, 1977

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*At least one copy given to a participant from each country to take back.

Part Three

Sample Prototype Training Materials
in
Population Education

Introduction

Rather than developing a general curriculum for training in population education, which can be found in other sources, the participants decided to write specific suggestions for training in three areas gaining increasing importance in the Pacific : sex education, family life education and nutrition-oriented mixed gardening. These have general applicability for both in-school and out-of-school audiences.

Hence, the following groups were formed to develop training materials in each of the areas mentioned, with the general guideline that each of the set of materials might be used as part of a two-week training workshop. (Usually the maximum length of a national training programme in the Pacific to fit school holidays, etc. is two weeks).

Sex Education Group

Kaoiti Marurai
Tili Afamasaga
Anil Kumar
Kamaua Iobi
Beverly Hellosoe
Paul Tonyokwe
Allan Kondo, Resource Person

Family Life Education Group

John Tangi
Kesa Seniloli
Christina Kadoi
Vainga Tonga
Weldis Welley
Clement Capelle
Manu Apelu
Rueben Dudley, Resource Person

Nutrition-Oriented Mixed Gardening Group

Kotii Torite
Jackson Lebehn
Neri Fepuleai
Allan Bobby Kusilifu
Kelekele 'Akau'ola, Resource Person

The composition of each group was based on individual interest, the nature of their work, and emphases in national population education projects. For example, Fiji, the Cook Islands, the Marshall Islands, and Kiribati all have varying degrees of human reproduction and sex education in their national population education projects; hence, participants from those countries were included in the sex education group.

No attempt was made to standardize the formats of the sample training materials, even within each subject area. Since these are examples, it was decided that there might be an advantage for trainers to see a variety of formats.

It is hoped that the materials will prove to be useful in future training programmes by giving trainers some ideas in conducting their own training programmes. The materials developed in the workshop are sample prototype training materials and should not be considered as final or a complete training programme.

An Introduction to Sex Education:

A Training Guide

1. Introduction

2 Pre-Workshop Activities

3. Goals and Objectives

4. Psychological/Social Aspects of Sexual Development and Sexual Life

5. Socio-Cultural Factors Influencing Sexual Behaviour

    Sexual Life and Social Responsibility
    Traditional Roles
    Values and Family Relationships
    Mass Communication
    Sexual Life and Social Responsibility

6. Child Spacing and Contraceptive Methods

7. Mother and Child Health and Welfare

8. Civic and Religious Laws Relating to Human Sexuality and Reproduction

INTRODUCTION

These materials are intended to give trainers some ideas in the training of teachers, youth leaders, church leaders, etc., in the sensitive area of sex education, which is gaining increasing importance in many countries in the Pacific, particularly because of the increasing incidence of teenage pregnancy, illegitimacy, and sexually-transmitted diseases.

While many countries teach the biological aspects of human reproduction in schools, few attempt to address the psychological, social or cultural aspects of sex behaviour and sexual life, which may be more important and of greater concern to adolescents themselves. It is hoped that these materials will develop in teachers and out-of-school leaders an awareness of the importance of these aspects in sexual development and behaviour, and that they will become more sensitive to issues and problems related to adolescent sexuality. Teachers and other workers who deal with youth are especially important because of the generally large percentage of youth in all Pacific island countries. A few schools, if any, have trained counselors to cater to the personal needs of adolescents. Hence, these teachers and youth leaders may develop a significant influence on the sexual norms and activities of adolescents.

The sample prototype materials developed here are not intended to be a complete programme, and no attempt has been made, in the short time available, to develop one. Topics normally included in training programmes in sex education, like human reproduction (process), structure and function of male and female reproductive organs, sexually-transmitted diseases (causes and prevention), etc. have not been included. Also, methods like traditional lectures (which may be very effective), films, or papers on these topics have not been included.

The methods recommended do not preach or moralize, but are intended to stimulate participants to explore, discuss, reflect, challenge, and clarify their views and others' views on the wide scope and issues related to human reproduction and sexuality, especially with reference to adolescents with the goal of better equipping them to deal with adolescent problems.

GOALS AND OBJECTIVES OF A SEX EDUCATION PROGRAMME

1. Ask teachers what they think are the major sex-related problems of adolescents. List them on the board.

2. Divide the participants into groups of four and have them spend 20 minutes discussing these problems.

3. Have groups report to the large group.

4. Summarize and discuss points one at a time, consolidating some if appropriate.

5. Read some of the news articles, local statistics collected, etc., pertinent to some of the points raised by the groups to reinforce the problems mentioned, whether they are local, national or international.

6. Ask the participants to report individually on the survey of their students regarding who and how students get sex-related information. (Probably relatively few are instructed in matters related to sex by their parents or by any adult.)

7. Draw out from the teachers the need for sex education in the schools since relatively little is taught by parents.

8. Stress education as an important, though not a complete, way of addressing some of the problems enumerated.

9. Ask teachers what the goals/objectives of a sex education programme might be. List on board.

10. Clarify and categorize the objectives. Some of these might be:

    a. to help the student understand the sexual component of his/her personality

    b. to develop a concern for the needs, feelings, and interests of others and a sense of responsibility towards them in matters relating to sex

    c. to develop an ability to make responsible decisions related to sex

d. to encourage better understanding between the students and his/her family on matters related to sex

e. to foster an appreciation of the place of moral values in decision-making, and help the student acquire standards, attitudes and ideals which will be fundamental to his/her personal social life

f. to develop an appreciation of the importance of the family

11. Have the teachers suggest general content (topics) in sex education to achieve these general objectives. Group them. These may include the following:

a. Family life: role, functions and interrelations between family members

b. Psychological and social aspects of sexual development and sexual life

c. Human reproduction - structure/function/process

d. Diseases and disorders of the reproductive system

e. Child spacing, mother and child health and family welfare; contraceptive methods

f. Traditional and changing social roles of men and women

g. Socio-cultural factors influencing sexual behaviour, sexual life and social responsibilities

h. Civic and religious laws governing marriage, reproduction, etc.

j. Problems and issues related to sexual conduct

12. Tell teachers that these are some of the areas to be covered in the course or training workshop.

PSYCHOLOGICAL AND SOCIAL ASPECTS OF SEXUAL DEVELOPMENT AND SEXUAL LIFE

Objectives:

To awaken the awareness of teachers to some types of psychological (emotional) and social problems faced by young people in relation to sex.

To give teachers an opportunity to formulate questions for discussing problems with students and learn some methods of dealing with them.

1. Ask teachers what topics related to sex are taught in the schools. (Probably, the biological-structure and function of the reproductive system). Stress the importance of the psychological/social aspects of sexual development and sexual life, especially in young people growing up, and the problems they face. Unfortunately, this aspect is often neglected.

2. Ask the teachers to name some of these problems faced by adolescents.

3. List them on the board - e.g., feeling no one loves them, fights with parents, sexual desires and frustrations. etc.

4. Group the problems listed in more general categories - e.g.,

   a. Conflicts between sexual feelings and beliefs about right or wrong (e.g., dating, physical contacts, virginity, contraception)

   b. Uncertainties about how to deal with the opposite sex (e.g., how to interpret others' words or actions, how to handle oneself with the other sex, how to handle conflicting situations and feelings, how to respect a personal code of ethics)

   c. Uncertainties about oneself (e.g., Am I normal, strange; how I am seen by others)

   d. Conflict with parents (e.g., over restriction/freedom, friends, dating, engagement, marriage)

e. **Uncertainties about serious commitments (e.g., engagements, marriage, children, premarital pregnancies, divorces, religious and cultural norms)**

5. **Tell the teachers that in the succeeding sessions some of these problems will be explored and discussed to make them more aware of the problems and on how these may be addressed with students.**

6. **Also tell them that the problems presented are only a few examples, and encourage them to identify other common problems of adolescents related to sex and suggest other approaches to deal with them.**

Problem 1: Conflicts between sexual feelings and beliefs about right and wrong

1. **Describe the following case study, "If You Loved Me..." to the group:**

   "If You Loved Me..."

   Mary, 16, has been going steady with John, 17, for several months now and they are deeply in love. Up to now, they have engaged in some kissing and caressing when they have been alone, which have given both much pleasure. Last night, however, John wanted to go beyond and have sexual intercourse. Mary, being a devout Christian, and knowing her parents would not approve, refused. John said, "If you really love me as I love you, there is nothing wrong. Show you love me too."

   Mary couldn't sleep that night thinking about John, what he said, and whether she should have had sex with him. She loved him and she didn't want to lose him. Suppose he left her for another because she had refused?

2. **Ask the teachers the following questions and discuss the responses with the group:**

   a. **Do you think this is a common problem with adolescents?**

   b. **What is the problem? (Conflict)**

   c. **What feelings are expressed by the boy and girl?**

   d. **Are these feelings natural?**

3. "What is love?" Discuss.

4. "What is a loving relationship?" List some of the attributes of a loving relationship, e.g.,

   a. coöperation between people

   b. respect for each other

   c. trust

   d. caring for feelings and wishes of others

   e. attention, help and support for each other

Point out, that in most Pacific societies, a loving relationship between a man and a woman may lead to marriage, and it is then that sexual intercourse should be used as an expression of that love. Sexual intercourse should follow the establishment of a deep relationship, and if it occurs sooner, it may prevent growth into a mature and deep relationship.

Get reactions to the above statement from the group.

5. In the story, discuss the role of responsibility on the part of Mary, John, and the parents.

6. Divide the participants into groups of four and ask each group what advice they would give Mary if she came to them with her problem. Include possible consequences of any action Mary takes.

7. Have each group report their recommendations (advice) to Mary and discuss them in the large group.

8. Have teachers plan a session with their own students on the conflict between sexual feelings and their beliefs about right and wrong.

Problem 2: Uncertainties about how to deal with the opposite sex and about oneself

1. Before the session select a male and a female teacher to tell about his/her own uncertainties, and feelings about the opposite sex as an adolescent.

   For example, it might involve his feeling attracted to a pretty girl in his class, becoming nervous whenever she walked by, but being shy and not going up to even talk to her, much less asking her for a date. He might have thought, "Why should she even look at me, when she is so pretty and can have the pick of the boys? She will laugh at me."

   Perhaps the girl felt the same way about the boy.

2. Have the teachers discuss the situation from the boy's point of view:

   a. What are the problems ?

   b. Are the boy's feelings natural ?

   c. What feelings are expressed by these adolescents ?

   d. What term do we give to this intense feeling of attraction toward the opposite sex, when one does not really know the other ?

   e. Have you experienced this or have you heard of boys and girls who are going through this experience ?

3. In smaller groups, have the teachers design a series of questions about the story to see the situation from the girl's point of view.

4. Ask the teacher who told his story if he would do something different if he could live that period of his life over again - e.g., would he show his feelings at the risk of being rejected ?

5. Discuss what others might have done in the same situation and possible consequences.

6. Stress to the teachers that the main message in this session is to discover that attraction to the other sex is natural.

Problem 3: Conflicts with Parents

1. Present to the teachers a situation for a role-play. In this case the story of Sally.

   Sally is fourteen years old. She wanted to go to a picnic with her friends at a small island where they have to spend the night. Sally asked her parents but because her parents thought it was not safe for her to spend the night at the island with her friends they told her she could not go.

   Sally and her friends had planned the picnic for quite some time and she had looked forward to going on the picnic. When her parents told her she could not go, an argument started.

2. Role - Play: Select four persons from among the group to do the role-play: Sally, Father, Mother, Sally's friend

   Tell the teacher that adolescents at this stage are very much conscious about the impressions they make, especially on peers.

3. After the role-play the group will be divided into two smaller groups to discuss questions from the girls point of view and the parents point of view.

4. Questions for Discussion : Seeing the situation from Sally's point of view.

   a. If you were Sally, what would be your reaction when your parents say you could not go ?

   b. What would you do if you were Sally ? Would you go or would you not go ? Why or why not ?

   c. Have you experienced this or have you heard of girls who have gone through this experience ?

5. Questions for Discussion :

   Seeing the situation from the parents point of view.

   a. What do you think prompted your or Sally's parents to say you could not go ?

   b. Do you think your parents were unreasonable ? Why ? Why not ?

6. After discussions, have the two groups report back as a whole to discuss the emotional and social development of adolescence and conflicts with parents.

Problem 4: Uncertainties About Serious Commitments.

1. Ask the teachers what are some serious commitments that most people make in their lives. Some responses may be the following:

    Commitment to God

    Commitment to marriage (spouse)

    Commitment to children

2. Tell the teachers that uncertainties about these serious commitments arise in adolescents when they are faced with the question, "Am I ready for marriage or to have children ?"

    After all, a marriage joins together a man and a woman according to the law of the society to which they belong. And if they produce children, they have a legal commitment to them, if not a moral one.

3. The importance given to marriage in almost all societies can be seen by the expenses involved (bride price, dowries), festivities (feasts, dancing), and elaborate ceremonies (both religious and cultural or traditional).

4. Ask teachers if they think that adolescents realize the commitment involved in a marriage. Not only a commitment to the partner, but also to the in-laws, expanded family relationship (especially extended families), and especially the children.

5. Adolescents may feel uncertain about early marriage because they probably realize the tremendous commitment involved - e.g., in most societies the intent of marriage is for the remainder of their lives. While in some countries families or clans arrange marriage for their children, in most countries choosing a marriage partner is usually regarded as the concern of the two people involved. Discuss these methods and others.

6. Ask the teachers to name factors that influence choice of marriage partners like:

    Physical attraction

    Common interests

    Compatible personalities and behaviour

    Others

7. Ask the teachers which one of the factors has the strongest influence on adolescents ? How can they stress the importance of other factors to teen-agers ?

8. Ask if they feel students understand the tremendous implications, problems and consequences of a failed marriage (divorce). List these.

9. Of course, children born to a couple, married or not, represent a tremendous commitment on the part of the parents, if they are mature individuals.

10. Pass out the activity, "Can you handle it ?" from Teaching About Sex, Wendy McCarthy, (ed.) which is attached. Explain that this is intended to stress responsibilities associated with having a baby to adolescents. Perhaps the activity might be done with the teachers for a couple of days to get their reactions.

11. Point out to the teachers that perhaps uncertainties on the part of adolescents in relation to serious commitments like marriage and having children is a good sign of mature thinking.

12. Then ask teachers what factors they think make adolescents uncertain about these serious commitments, e.g.

    further education

    job

    freedom

    travel

    etc.

13. Present the following situation to the teachers and have them discuss in groups their responses:

    > Viliami, a good student from a poor family is about to finish lower secondary school and has a chance to go to tertiary education at the teachers college. However, he also has a very nice girl friend whom he wants to marry, but who may marry another if he goes away for three more years of schooling. He realizes that both further education and marriage are very serious commitments to make, and he is uncertain about his choice.

    Ask, "If Viliami comes to you for advice, what would you tell him ?"

Can You Handle It?*

Objectives : To provide an opportunity for the participants to learn about some of the responsibilities associated with having a baby.

Prerequisities : None

Group size : Ideally a maximum of 25

Time needed : 20 minutes to explain the strategy; one week to carry out the strategy; 30 minutes for follow-up discussion

What you need : One raw egg for each person, paper and pens

How you do it :

1. Explain that this strategy is practice in caring for an imaginary baby. The egg will represent the baby.

2. Give the following instructions and rules for the care of the egg (baby):

    a. Assume total responsibility for the egg.
    b. Keep it warm and give it fresh air daily.
    c. If the egg has to be left, it must be in the care of another responsible person. Payment must be arranged, either monetary or a reciprocal agreement.
    d. Should any disaster befall the egg a prearranged fine must be paid to an agreed-upon cause and a period of mourning observed for two days. At the end of this period replace the egg.
    e. A daily diary must be kept on all activities, the care given and how the participants felt about their egg and the experiment.

3. Explain that the experiment will continue for a full week and that participants are expected to act responsibly and take the activity seriously. (Not everyone will, but it can be interesting to discuss the reasons why at the end).

4. Set a time and place for reporting back discussion and evaluation.

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*Taken from Teaching About Sex, Wendy McCarthy, ed., Australian Federation of Family Planning Associations, Inc., George Allen and Unwin, Sydney, 1983

SOCIO CULTURAL FACTORS

TRADITIONAL ROLES AND CHANGING SOCIAL ROLES OF MEN AND WOMEN

In any society there are traditional norms, customs, and beliefs which have been there for many, many years. Whenever one deviates from those norms he may be regarded as not belonging to that particular society.

These norms are gradually changing as time goes on. These changes are due to the fact that the social environment keeps changing all the time to go together with the changing world.

In most societies there are distinctions between Men/Women and Boys/Girls roles. Some societies believe that the man should be the head, the leader, and the supplier of food to the family while the woman should only do the domestic duties.

1. List down in Column A Traditional Roles of Men, Women, Boys and Girls while in Column B list down the Changing Social Roles of Men, Women, Boys and Girls in your society.

Column A. Traditional Roles	Column B. Social Changing Roles
Men	Men
Women	Women
Boys	Boys
Girls	Girls

2. Discuss:

   a. Are these roles changing ?

   b. Do you think they are changing for the good or for the bad? Give your reasons.

c. **Which of the following would you prefer ?**

- i) To have the traditional Roles of Men/Women, Boys/Girls remain as they are OR
- ii) To have them changed OR
- iii) To have a mixture of the two ?

Give your reasons for your answer.

3. Present this Case Study:

Ioane and Mere had just finished their studies at the University of the South Pacific in Fiji. They both came home with B.A. Degrees. Mere was a teacher at the Government Secondary School while Ioane worked at the Ministry of Education Headquarters, dealing mainly with planning and statistical work. They had two children, a boy and a girl. The girl was 5 years old while the boy was 2 years old.

Ioane and Mere both started work at 8 a.m. and finished at 4.30 p.m. For having the same qualifications they were paid the same salary. After work they came back together. Ioane continued with his daily routine. After taking two minutes rest he went to the lounge to read the daily paper while the wife prepared tea. After having tea he went to play tennis with his friends. Sometimes after tennis they would go to the pub to drink. It was after these drinks that he would come home late.

Because the house girl had already left, Mere had to wash the children first, then allowed them to play on their own, while she prepared the dinner. When Ioane came home, they had dinner together with their children and after that, the kids went to bed. After dinner Ioane passed the time away reading the evening paper while Mere was doing the cleaning up all by herself. From the kitchen she either joined her husband in the lounge or went to bed early as she was really exhausted.

Discussion:

a. Who is doing the most work ?

b. Who is doing the least work ?

c. Why is there a difference ?

d. Do you agree that the work the mother does at home are the duties of a woman ? Give your reasons.

e. How would you classify a man's/woman's work ? Give your reasons for doing that.

f. What criteria do you take into account in classifying these roles ?

SEX ROLES, FREEDOM AND RESPONSIBILITY

Read the following article extracted from the YWCA Women's Newsletter, "Ofis Blong Ol Meri", September 1984:

PACIFIC PARENTS

"In the Pacific countries the parents have great control over their daughters. Young women are expected to respect their elders and not to take leadership roles. Girls are expected to be quiet, stay at home and take over the mother's housework.

The girls have little freedom. In some places, if teenage women go out, a male relative must go too and be responsible for the young girls. Some parents are even so strict that they refuse their daughters to go anywhere at all. Some parents try to protect their daughters and think that it is best if the girls were not exposed to the outside world, but often the girls have problems understanding their parents' attitudes and feel unwanted. They find it hard to do school work and to make friends. Then they become cheeky with their parents and this causes family problems".

Tell the teachers that one of the objectives of sex-education programmes is to teach the values of the equality of the sexes and remove double standards based on sex.

1. After reading the above extract, do you think there are double standards for the two sexes in your country ?

2. Why are parents over-protective of their daughters ? Do they have valid reasons for their action ?

3. Why don't they feel the same way about boys ? Is this fair ?

4. What type of changes within the family or community will give children (especially girls) greater freedom ?

5. What responsibility do children have towards their parents so that their freedom is not curtailed ?

6. "Each individual is responsible for his or her own action". With regard to sexual behaviour, what knowledge is necessary for a teenager to be able to make responsible decisions ?

SOCIETAL VALUES AFFECTING SEXUAL BEHAVIOUR

1. In every society there are certain socio-cultural values that are accepted and respected by most members. Generally these values are not written down, nor are they the ideals of any one person. These have evolved over a period of years and the purpose they serve is to make the society just and acceptable to the majority.

   The socio-cultural factors that operate within a society or more directly through the family unit have definite effects on the sexual behaviour of individuals. Sexual behaviour is sexual responses an individual makes to stimuli provided from the environment. It may take many forms. Ask teachers what some of these behaviours are. Some of these are listed below:

   - Hugging
   - Elopement
   - Marriage
   - Abortion
   - Masturbation
   - Kissing
   - Pre-marital sex
   - Contraception
   - Child bearing (pregnancy)
   - Homosexuality
   - Love making (sexual intercourse)
   - Fertility
   - Celibacy
   - Rape
   - Abstinence

   Perhaps you would like to add some more to these or remove those that you feel are not examples of sexual behaviour.

2. Have the teachers group the above behavioural responses into two, i.e., acceptable and unacceptable and give reasons for their classification.

Sexual Behaviour

Acceptable	Unacceptable

3. Summarize the responses on the board. Take the majority decision where there is controversy after discussing reasons and getting clarifications from both groups.

4. Explain to the teachers that in the animal kingdom sexual behaviour is innate. This means that when they reach sexual maturity, hormones produced in the body cause them to undergo elaborate courtship and mating behaviour without having learnt these. Sexual responses in humans are also innate and being wiser than other animals, we have modified our behaviour in accordance with the accepted codes of the society we live in. The conditioning and control of sexual urges that are imposed on us are done with a view to reducing irresponsibility.

   Other animals mate basically for procreation. We humans mate less for procreation and more for pleasure. A society or a community has certain factors operating in it that attempt to promote responsible sexual behaviour which is enjoyed by individuals.

5. Listed below are some socio-cultural factors that affect sexual-behaviour:

   a. Relationship with village elders and church or religious leaders, teachers
   b. Relationship with parents and other family members
   c. Relationship with peers
   d. Attitude toward opposite sex
   e. Attitude toward coeducation and school socials
   f. Attitude toward dating
   g. Attitude toward premarital sex
   h. Attitude toward fertility
   i. Attitude toward inter-racial marriages
   j. Decision making
   k. Employment
   l. Mass media

6. Ask, "What effects do the factors listed have on sexual behaviour of an individual?"

   We will select some of these factors to see what effect they have on the sexual behaviour of an individual.

FAMILY RELATIONSHIPS

"Children learn what they live, teach them the way with love in your heart - and they will find love in the world".

A family, because it is so immediate,contributes a lot to an individual's development of attitudes to sex and his sexual behaviour. What effects do you think the following behaviour would have on an individual's development ?

1. The family eating together
2. Mother eating last, after everyone has finished
3. Mother and father preparing food together
4. Father changing baby's nappies
5. An argument that is settled with reason
6. A quarrel that ends with the father assaulting the mother
7. Parents hugging each other in the presence of children
8. Family members going to the toilet or shower without closing the doors
9. Family watching an adult movie portraying sexual assault and voilence
10. Father making all decisions regarding family affairs
11. Movies showing sterotype sex symbols.

Discuss, considering these points (above), "Is it possible to influence responsible sexual behaviour in children?"

In what ways ?

MASS COMMUNICATION AND SEXUAL BEHAVIOUR

Books, magazines, songs and movies are important sources of information and their effect on the sexual behaviour of individuals should not be underrated. With the increase in number of videos in some Pacific Islands, children are exposed more and more to scenes that might have some effects on their behaviour.

Adults are able to view the different scenes in the context of the whole story and understand the purpose of each event. Would a child who cannot understand the language or follow in dialogue have the same understanding of the scenes ?

We all want our children to have high self-esteem, because people who feel good about themselves are less susceptible to exploitation and may not exploit others. In its use of sex in advertisements, movies and songs, society communicates that sex is the most important aspect of life. (How often during the day do you think about sex-related things ?)

People who consistently "grade" themselves against unattainable goals are prevented from developing esteem for who they are and find it difficult to establish mature relationships or act in sexually responsible manner.

Discussion:

1. Make a list of films and songs that have affected your attitude towards family life and sexual behaviour for the better.

2. What movies, scenes or songs would you not want your children to see ? Why not ?

3. How does a child who is below 8 years old react after having seen an assault and rape scene on the screen ?

   a. Is he frightened ?
   b. Does he become quiet and withdrawn ?
   c. Does he ask questions ?
   d. Does he feel happy, sad or indifferent ?

4. How would you handle the above responses from your children ?

5. What responsibility do parents have in choosing films for their children ?

6. Discuss censorship of films, videos, books, magazines, pictures, etc. vs. an individual's freedom to choose.

SEXUAL LIFE AND SOCIAL RESPONSIBILITY

Below are listed some categories of women in relation to their sexual life :

Prostitute
Mistress
Girlfriend
Unattached Girl
Wife

1. **In their sexual life, what social responsibility does each group have to**

   a. **Self**
   b. **Individual of the opposite sex involved**
   c. **Her Children**
   d. **Her Family**
   e. **Her Community**

   For example, does a wife have a "responsibility" to submit to the husband even if she does not want to have sex with him ? Can she be raped by the husband ?

2. **What differences are there in social responsibilities between the groups, e.g., between the prostitute and the wife to the man or men involved ?**

3. **What social responsibilities does the man involved with each group have ?**

4. **Discuss the issues involved.**

5. **Point out that a satisfying sexual life is one of the greatest sources of pleasure to any individual. This divine gift needs to be handled with responsibility. Irresponsible sexual behaviour has resulted in hardships, heartbreaks, abandoned children and broken homes in many cases.**

   The same demands for consideration to others and responsibility for the consequences of action as held in other fields of life should be applied to sexual relationships. This means first and foremost, that no fellow being should be regarded exclusively as a means for satisfaction of another's interests and needs. In the sexual as in other fields, any form of mental pressure or physical violence constitutes a violation of the other persons integrity.

6. **Discuss:**

   a. **"Do unto others as you would have them do unto you". In a free society like ours, an individual has the liberty to seek sexual pleasures but it should not be taken at another person's cost.**

   b. **In view of (a) above, should prostitution be legalized as it is in some countries??**

   c. **How important is virginity in your society ?**

   d. **Would it make any difference if a woman gets married without her virginity ?**

SEXUAL LIFE AND SOCIAL RESPONSIBILITY

Present this Case Study:

Ajay and Smeeta were both 16 year-old Form 5 students who fell in love with each other on first sight. Their relationship developed without the knowledge of Smeeta's parents. Ajay's parents knew about it but remained indifferent, thinking it was an infatuation which would die out.

After intense persuasion from Ajay during a school social, Smeeta gave in. She thought she would sacrifice her virginity for love's sake and hoped she would not get pregnant, the first time they did it. Six weeks later when she found she was pregnant, she told her mother the whole story.

Smeeta's parents accepted their daughter's plight and approached Ajay's parents for marriage. Ajay's parents refused, saying they wouldn't accept Smeeta since she was already pregnant. Ajay, not being independent, wanted to marry Smeeta but could not leave his parents, since he had nowhere to go. In the absence of any firm commitments from Ajay or his family, Smeeta commited suicide.

Discuss

1. Is it wrong to fall in love at 16 years of age ?
2. Who is responsible for Smeeta's death ?
   (Discuss Ajay, Smeeta's parents, Ajay's parents, school, community)
3. Was Smeeta's decision to sacrifice her virginity for love's sake right ?
4. Whose responsibility was it to have informed Ajay and Smeeta of the consequences of sexual intercourse ?
5. Whose responsibility is it to clear misconceptions that teenagers have about sex ? Are these responsibilities being met ?
6. What other options were available to Smeeta ?
7. Why do you think she made such a drastic decision when other options were available ?
8. What would you do if you were in Smeeta's position ?

9. **Do Smeeta's parents deserve the loss of their daughter ?**

10. **Are there people like Ajay's parents in your community ?**
Why did they react that way ?
Were they right in their reaction ?

11. **What option did Ajay have ?**
Could he have saved Smeeta ?
Will he be happy and forgive himself ?

12. **Will this incident have any effect on Ajay's marriage if he decided to get married later ? What reaction would he encounter in school after this ?**

13. **How can such tragedies be prevented ?**

CHILDSPACING & CONTRACEPTIVE METHODS

Objectives: The trainees should be able to describe

- the important need of childspacing
- methods of contraception and criteria for selecting a method

Content	Method/Approach
1. Advantages of childspacing to mother, infant, family.	Distribute information to the trainees on the advantages and effects of family planning.
2. Effects of short spacing on mother, infant, family. The ideal interval between each child.	Questions: 1. Why should pregnancies be spaced ? 2. What would be the effects of short birth spacing on mother, child, family ?
3. The ideal age for mother to become pregnant is between 18-35. If above 35 or below 20 she runs certain risk factors. Risks to mother, risks to the child.	Have a resource person, e.g., doctor or nurse to talk on the high risk factors that affect mother and child during pregnancy and delivery.
4. Contraceptive Methods a) IUD b) Contraceptive Pill c) Contraceptive Injection d) Rhythm Method e) Ovulation Method f) Condom g) Withdrawal Method h) Sterilization ACTION, ADVANTAGES & DISADVANTAGES	1. Trainees will be given information materials on all methods, the action, the advantages and disadvantages for each method. 2. Now let the trainees discuss why some of these methods have failed. - is it due to lack of understanding ? - is it unacceptable to one partner ? - is it due to health reasons
5. Most countries in the South Pacific have Family Planning Programmes in order to control their birthrate; however, in most countries there are	Questions for discussions: 1. What are the religious consraints against family planning ? 2. What are the cultural constraints

Content	Method/Approach
religious and cultural constraints that affect the success of these programmes. - Programmes already available in this country, services available	against family planning ? 3. Do you think family planning is a good thing ? If yes, why ? If not, why not ? 4. Are contraceptives readily available for anyone if he or she desires it ? 5. Why is it that many unmarried girls do not seek contraceptive advice ? 6. Why do they not go to the family planning clinic ?
6. Choosing a Method - reliability - safety - health condition - desired family level - preference of the couple - degree of intelligence	Trainees would already have by now information on (a) need for childspacing and the effects of pregnancy related to risk factors (b) information on contraceptive methods 1. Divide them now into smaller groups and discuss what criteria they would use to select a method to plan their families. 2. Questions - What contraceptive method would be most suitable for a) the single girl ? b) married couple with 2-3 children who do not wish for another child for the next 4 years ? c) couple who do not wish to have anymore children ? d) couple with strong religious values ? e) mentally retarded young woman ?

MOTHER AND CHILD HEALTH AND WELFARE

Mother and child health and welfare involves mainly the improvement of their health needs through immunization, nutrition, better sanitation, breast feeding and prevention of common ailments.

Every child is an extra dependent and continues to be so for many years to come. When family size increases within a short space of time, the burden on the parents is much greater, and the children are the ones who suffer because their basic needs cannot be adequately met.

Mother and child welfare involves the making of decisions, e.g., how many children a couple should have, how many years before the birth of each child, whether they have enough resources to meet the changing needs of each member, etc.

Objective: At the end of this session the trainees will be able to identify the needs of the mother and the child and how these needs change.

Content	Method/Approach
Needs of Mother 1. Physical - nutrition, shelter, clothing, health 2. Mental needs - love and security, attention, education, etc. 3. Social needs - recreational, learning to live with others, adjustments	1. Break the group into smaller groups to discuss the needs of the mother. 2. After the groups have listed the needs of the mother, now assume that the mother is pregnant and show how these needs have changed.
Needs of the Child 1. Nutrition 2. Care and attention 3. Emotional needs 4. Education 5. Shelter 6. Health 7. Clothing	1. Ask the trainees why nutrition is so important in children & expectant mothers. 2. Place them in smaller groups and plan a family menu for the week which includes breakfast, lunch & dinner to meet the nutritional needs of mother and child.

Content	Method/Approach
	3. Now ask the trainees how each of the other needs could be met and why they are important. 4. Ask how the nutritional and other needs of the mother and child are related to the number in the family.
Social & Welfare Services 1. Maternity benefits 2. Mother & child benefits 3. Health services available e.g., family planning, antinatal care, child clinics	1. Overview of maternal & child welfare benefits & services available in the country. (Resource personnel). 2. Ask trainees if these are adequate and easily available. 3. What are the problems ?

Read Situation:

Bringing a child into the world means taking complete responsibility for the physical, emotional and social welfare of a new human being from the time it is conceived until the next 20 years or so. Not only are the parents responsible for the one child but they have the same responsibility to all other children.

Now hand out the list of needs below and discuss how the child's needs changes through his development.

Needs	Foetal stage	Baby	Pre-school	Primary School	Secondary School
Nutritional Needs					
Care & Attention					
Educational Needs					
Need for Shelter					
Health Needs					
Need for Clothing					

Questions for the Trainees:

1. Is it the responsibility of the parents to plan each child so that each should receive the same care as the other ?

2. If the couple decides to marry at the age of 20 and have 5 children, how far apart should they space each child and why ?

3. How does family size affect the needs of each child ? Do they change ?

4. How does family size affect the resources available to meet the needs of each child ?

CIVIC AND RELIGIOUS LAWS RELATING TO HUMAN SEXUALITY AND REPRODUCTION

Introduction

The study of human sexuality and reproduction is central for an understanding of population phenomena, particularly at the micro-level. Both the social and economic situation of a society and many aspects of the lives of individuals within it are moulded by sex and reproduction. The pervasive influence of these instinctive drives has led societies to design social and legal codes that regulate sexuality and reproductive behaviour to suit the requirements of the society. It is to this latter aspect that the activities in this unit are addressed.

It must be understood right at the outset that the scope of the issues related to human sexuality and reproduction is very broad. In this unit coverage is restricted to certain aspects but this does not preclude trainers from going into other issues depending on the particular needs of their society. The areas to be covered are:

- Marriage
- Birth regulation and out-of-wedlock pregnancy
- Inheritance
- Deviation

Most of the work in this unit will be brought out through situational analyses. The attached situations are samples and trainers are free to use others that are relevant to their circumstances. Most are taken from Pacific Profiles, published by USP Extension Services (1982) and describe real-life experiences of Pacific Islanders.

Objectives

To promote amongst teachers an awareness and an understanding of the various laws and regulations within their country pertaining to issues related to human sexuality and reproduction.

To stimulate discussion and the exchange of ideas on issues related to human sexuality and reproduction.

Procedure

Activity 1 - Personal Reaction

Get the participants to do the attached "Personal Reaction Survey"

(Appendix 1). This will be referred to from time to time in the course of the following activities.

Activity 2 - Civic Laws

Lecture/discussion with someone who is knowledgeable on the existing laws in the country which regulates human sexual and reproductive behaviour, e.g., marriage age, abortion, legal rights of legally married people, etc. Encourage teachers to ask questions.

Activity 3 - Religious Laws

Invite a church minister to talk about the religious viewpoint with regards to sexual and reproductive behaviour. Discussion and questions. Ask participants to list down any areas of conflict between religious and civic laws.

Activity 4 - Marriage

Read Situation: "Tit for Tat"
(from Pacific Profiles: Personal Experiences of 100 South Pacific Islanders, edited by Robert A.C. Stewart)

"Tit For Tat"

She was to be my second child — very much unplanned and certainly less wanted than our first born. My two pregnancies were both quite normal, but my emotional state of mind was vastly different, so much so that it seems to have had a decided effect upon the first year of my second daughter's life.

Our elder daughter, Buna, was conceived in love, and the nine months I carried her were some of the happiest of my life. My husband and I worshipped each other then, and awaited our first born with the eagerness and excitement of all new parents. Buna, when she arrived, was all we could have wished for in a daughter, and she grew up radiantly happy and beautiful.

Our second daughter was hardly any of the above. Prior to this second pregnancy, my husband and I had been separated for well over two years. In those two years, neither of us, least so for me, bothered much to keep a good name and image so as to lure the other partner back. I didn't really shed many tears but instead plunged hungrily into, and made the most of, my new-found freedom. When we decided to get together again, it was only to find, all too soon, that the two years apart had removed the last traces of that first love. We continually bickered at each other about the past, and hurled insults and abuse. This childishness continued for well over six months until we realised that another separation was inevitable.

Anyone would have expected me to have walked out gracefully there and then. Much as I wanted to, I couldn't, because Mother Nature decided to bless (curse!) me then with my second pregnancy. Pregnancy was the last thing I would have wished for then, and my discomfort and unexpected misfortune brewed hatred for my husband and repulsion for that 'alien growth' in me. Thus trapped, I decided to stick it out with him 'merely to save face'. In the meantime, I sought every backstreet as well as frontstreet abortionist, but it seemed fate was against me. None of the numerous methods I tried could rid me of her. The eight months that I carried here were like eight years of carrying a plague, and it took every ounce of willpower that I possessed to force myself to live through each day. The inward turmoil that I felt must have been speaking volumes to my unborn child, because many a time I felt violent kicks and jerks in my stomach; it was as if whoever was inside was thoroughly distressed and upset. The baby must have been in a state of general anxiety most of the time.

In my eighth month, I was getting into the bus one morning, when I suddenly felt 'all wet' and then realized I was bleeding. I was rushed to hospital and was taken into the Maternity Annexe for observation. Most of that week I bled continuously and was in considerable physical discomfort. I was also warned of a possible miscarriage or premature birth — secretly I wished for the former. However, fate again took a hand and gave me a 3lb premature baby girl early the following week. After an easy delivery through which I was conscious most of the time, my baby went directly to the incubator. I didn't learn until much later that she had jaundice and respiratory trouble, which isn't unusual with premature babies. She was extremely small and too premature even to suck. She was also given transfusions and intravenous feeding. Before I left the Annexe for home, I decided, out of curiosity more than anything else, to peep in at our little 'preemie'. She was a tiny spindly thing, very dark, and so thin that she looked almost like a plucked chicken. She had an extraordinarily large head below which curled a thin body. Overall, she was a thorough disappointment!

However, after a couple more visits, my thoughts became confused and soon I sensed a complete change of feelings. Gone was the repulsion, and in its place was intense guilt and shame. As I continually watched her struggling for life on her own, I felt a love so deep that it almost choked me flowing out to her. We decided on her name when she was still in hospital. We named her "Talei" meaning 'precious', probably to alleviate some of our guilt and shame. A week after birth, Talei was moved to the

'Intensive Care Unit' after developing severe complications; she had also lost a lot of weight. Good nursing and care, and, perhaps her own struggle to survive, improved her condition, until she was removed from the incubator at 4lbs.

In the general 'Preemie Nursery' I was allowed in at feeding times — something I had looked forward to a long time. But No! I didn't get it all that easy. It wasn't the hospital, or the nurses and doctors, or the food, or me, but little Talei herself. She refused to suck if I was carrying her or holding the bottle, though she'd do so happily from one of the nurses. As if that wasn't enough, she cried unceasingly if I handled or attended to her. Talei had that type of cry or 'shriek' that would carry across the whole building, so that I had to be careful about angering her. It hurt deeply, and left me shaken. The nurses sympathised and tried to console me with promises of much improvement once she got home. My mind housed questions that no one but little Talei could answer.

We took her home after 2 months in hospital, and she was then 5lbs 4ounces. From the moment we left hospital, I could sense that I had a very unhappy and distressed baby. At home, she didn't eat well, and frequently refused the bottle from me. Her eyes were usually closed (could I be so unbearable to look at?); though I was devoted full time to the care of my newborn girl, nothing seemed to make her comfortable. We altered the feeding and bath schedules, sleeping and bed positions, anything and everything, but to no avail. The more I continued to try, the more she continued to fret. By the end of her second month home, I had lost considerable weight and was a complete wreck; and Talei's tantrums widened the rift between her parents.

When I finally decided on a holiday at my parents' place my husband agreed, perhaps too readily, but I didn't care. Talei and I then moved to my parents' while my husband and Buna, then 5 years old, moved in with his people.

One week at my parents' and Talei was a completely changed baby. Whether it was the new environment, or the new faces, or the warmth and love of the new atmosphere that brought it about, I didn't know. What I did know and saw, though, was that Talei changed almost overnight from a fretful unhappy baby to a lively and happy one. My mother loved Talei totally and devoted herself completely to attending to and loving her. That Talei was happy was an understatement because she smiled, laughed, cooed and was a noisy baby. Very quickly she was grasping, sitting and standing up and talking in her own language. My mother loved to talk with her, and often in their 'yarning' sessions, I would watch them thoughtfully, pondering on how the circumstances of my life could have affected Talei during her prenatal development. Doubtless, there must be some connection between what I was thinking and feeling as I carried her, and the way in which she responded to life after she was born and for the most part of her first year of life. She gave it all to me "Tit for Tat."

Suggested Questions:

1. What are the legal and religious implications of marriage on the partners ?
2. What are the legal rights and obligations of the partners towards each other ? Should these be extended or reduced ?
3. Should there be a division of labour or should both share in all household activities ?

Activity 5 - Child Bearing

Read Situation: "Are Boys Better?"

CASE STUDY: ARE BOYS BETTER ?

Paulo and Feila Vilisoni are a young married couple in their early twenties. They have two little girls aged four and six. They have read in news magazines that if the present world population growth of 2 per cent continues for another 650 years, there will be one person for every square foot or surface on the entire earth. Paulo and Feila have always supported the "zero population growth" idea. They also realize that to reach zero population growth families, on the average, would have two children.

Paulo and Feila also want a son to carry on the "Vilisoni tradition" on the football field at College in a nearby town where Paulo and his father were star halfbacks in their college days.

Suggested Questions:

1. Why do you think Paulo and Feila want a son so badly ?
2. Do you think it really matters what they decide ? Why or why not ?
3. What do they need to consider in making their decision ?
4. Can you think of one sure way of having a boy in the family without Feila bearing another baby ?
5. What do you think Paulo and Feila should do ? Why ?
6. Should there by legislation to limit family size ? If so, what do you think is the ideal size ?
7. What are the rights and obligations of parents over their children ?
8. What are the rights of the children ? Their obligations ?
9. Do children have rights to parents' property ? Do these rights extend to both sexes and to all children regardless of seniority ?

Activity 6 - Abortion

Read Situation: "Our Daughter"

(From Pacific Profiles: Personal Experiences of 100 South Pacific Islanders, edited by Robert A.C. Stewart)

Our Daughter

We thought she would be a burden, but instead she is a source of joy and great love. Now that she is a growing girl we will always carry our guilt and shame. If she knew that we had tried to get rid of her, would she forgive us? Would feel distressed if she found out anything? What about her mental capacity? These are some questions that frequently haunt us.

When we got married we planned that we would have a child in five years' time. However our plans went wrong, as after only two years of marriage, my wife found that she was pregnant. We became worried because we thought we were not quite prepared to have a child.

What we finally decided upon was to try to get rid of the pregnancy. My wife, who had inquired into the subject of abortion, was told of several possible techniques. The first method was to apply pressure by stepping on her back to damage the foetus. Another was to have a heated stone wrapped up in green leaves and clothing and then press it hard on my wife's abdomen on the area of the foetus. The last one was to boil twelve lemons, collect the juice in a cup and then add some salt, making a disgusting drink. It was believed that the citric acid would dissolve the foetus.

One by one we applied the techniques. I stepped on her back, then pressed the heated stone on her belly, then she drank the lemon juice. These were repeated several times but the foetus seemed to refuse to give way. We began to feel very guilty so we left the pregnancy to develop. We regretted that it was due to our carelessness that we would have an unwanted baby.

At this stage there was no alternative but to accept the duty of nurturing the child. When she was born she was quite a normal baby. We became indulgent to her. Many people congratulated us on our new-born baby. For some time after the birth of our child we forgot our attempts at abortion. But like latent heat our guilt was only hidden for a while.

Not long after her birth she faced another setback; her mother did not produce enough milk to feed her. We tried to give her animal milk and fruit juice, but she refused to accept them. For several months she was underfed, but she managed to survive until she was old enough to be fed with mashed food. She did not gain much in the interval.

Furthermore she became susceptible to disease, all the common ones like cold, cough, fever or Malaria. And whenever she was affected it took a long time for her to recover. This left her thin and very small. As we saw our baby's struggles, the attempted abortion came vividly into our minds. We blamed ourselves for the floods of disease affecting our child. Every time we heard her restless cry we were deeply saddened. We began to feel very guilty and ashamed of ourselves.

Now that our daughter is more than four years old another issue we face is her education. We became worried whether we had retarded her mental ability. To be sure about this we tried to teach her to memorize texts from the Bible. We also bought her books to colour and games for her to play. So far the overall outlook seems promising.

The future is uncertain for our daughter. However, we take full responsibility for any damage we did. The only way we can think of to safeguard her development is firstly, to show her that she is accepted and loved. Secondly, to try to the best of our ability to ensure her physical health. Thirdly to try as much as we can to stimulate her mental development. In doing these things, we think we will be rewarded, for our daughter means so much to us now.

Suggested Questions:

1. When does the unborn child legally become a human being ?
2. What are the legal and religious stands on abortion ?
3. Should the circumstances of a family be taken into account when considering abortions ?

Activity 7 - Out-of-Wedlock Pregnancy

Read Situation: "Unmarried, Pregnant and Sixteen"

(from Pacific Profiles: Personal Experiences of 100 South Pacific Islanders, edited by Robert A.C. Stewart)

Unmarried, Pregnant and Sixteen

We lived in a remote area far away from the town where I was third among my six brothers and two sisters. My father had not been able to send me to school after I had finished in class eight. I stayed home and helped my elder sister and mother to do the household work. My parents did not allow us to go to films or to festivals, but I was naturally of a shy nature.

One day a young couple came to our place and asked my father if I could go out as a house-girl. Firstly, my father refused but after some discussion reluctantly sent me. I was also not in favour of going because I felt too shy to work for a modern couple, and I was only fifteen, and so inexperienced. After a few words of encouragement however, I was ready to go with them.

The first few weeks of my life were really enjoyable. The boss's wife Benita never let me feel I was away from my own home. She would also help me in my work. Then suddenly everything changed. I was over-loaded with housework. Her husband Michael didn't bother what she did or said because she spoke to me in Hindi, which he did not understand. Benita was very harsh with me. Only rarely did they take me to my parents' place and they brought me back the same day.

Then one day Michael came home drunk. Benita was not at home. He asked me to serve him his drink and also made me drink with him. Although I was a virgin, he forced me to have sexual intercourse with him. From then on, whenever his wife was absent, we had sexual intercourse. Quite often she used to come home late. After three months I was pregnant. To my surprise, when I told Benita she laughed it off, as though it was something minor. She said it was better to enjoy life than to rot in the house.

One afternoon they called me and told me they were going on a business trip overseas. They gave me the bus fare and told me to go home. I reached home at two o'clock.Luckily my mother was alone at home. She was surprised, but the same time happy, to see me after a long time. I gathered courage and told my mother that I was three months pregnant. I burst into tears and held my mother tightly and couldn't look her in the face. She sat on the bed and just stared at me.

My mother then took me to my aunt's place in Navua and left me in her care. At first she refused to look after me but agreed when my mother pleaded with her. I cursed my-myself being born a girl. My aunt said many cruel things to me, but I never spoke in self defence. Sometimes I imagined myself to be living dead. During those nine months my mother visited me — the only one to have pity on me, and I realized the love a mother has for her children. Finally, my unfortunate baby was born to a mother then only sixteen. After the baby was born, I forgot all my hardships. However, I didn't know that most precious to me, my baby boy would be given away to a middle-aged couple for adoption. I cried bitterly when my baby was taken away from me.

Today many questions haunt me. Will I ever witness a colourful wedding day? Will my husband love me if he comes to know that I am already a mother? Will I ever be able to forget my baby?

Suggested Questions:

1. What are the legal responsibilities of both mother and father towards the child ?
2. What are the rights of the grandparents ?
3. Who should have custody of the child ?
4. Should contraceptives be freely available to all adolescents ?

Activity 8 - Issues and Problems About Sexuality

Read Situation: "Homosexuality"

(from Pacific Profiles: Personal Experiences of 100 South Pacific Islanders, edited by Robert A.C. Stewart)

Homosexuality

Anare was fifteen when he was conscious of feeling attracted towards other boys. Although he was terrified of his homosexual feelings, he nevertheless could not stop himself from thinking about boys. He spent all his free time in the school library because he felt that he could be near them more safely and inconspicuously there. However, there came a time when he felt he might not be able to control his feelings and that he might try to touch a boy. At that stage, he decided to leave school, and thus lost his chance to go on to University.

This act disappointed his teachers and his parents but Anare was too ashamed to tell anybody of the real reason for leaving. He took a job as a sales representative.

At this stage, however, things began to take a more serious turn. Instead of just being attracted to other boys he began to feel suspicious of men, and he developed the fear that they might attack him. Anare had no conscious awareness of what was happening; he simply believed that what he was feeling was actually true. He took to carrying a knife, as a protection for himself.

Anare was finally arrested by the police for carrying a knife. He explained to them why he was doing so. The police sought psychiatric advice about him. They were told that he could not differentiate between what was being created by his mind and what was in fact happening outside himself.

Anare was already vulnerable before he reached adolescence. He was described as a shy child, with few friends, taken up with his own fantasy world. His tendency then was to withdraw; he spent most of his time in the presence of his parents completely taken up with his hobby of stamp collecting. His difficulties went unnoticed. Anare vividly remembers when he was seven, believing that he might change into a girl. He had always felt that his body was too small; his father had often made him feel this way, and Anare felt that he did not care for him.

Anare used to like being on his own. He would imagine boys being nice to him, and he liked the feeling of being looked after by them. He always did what he was told, and if he felt angry he would keep to himself and then it would finally disappear. He eventually came to recognize that his fear of being attacked was his way of expressing his own wish to attack, as well as his wish to be overpowered by a man. Through sympathetic attention, Anare was eventually able to feel more comfortable with himself and his own feeling, and his fears of being attacked began to diminish.

Suggested Questions:

1. What are the norms in your society regarding honosexuality ?
2. Do you consider homosexuality to be abnormal sexual behaviour ? Why ? Why not ?
3. Is there a law in your country against homosexuality ? Is this a just or unjust law ?

Activity 9 - Issues and Problems About Sexuality

Read Situation: "Encounter with a Pervert"

(from Pacific Profiles: Personal Experiences of 100 South Pacific Islands, edited by Robert A.C. Stewart)

Encounter With A Pervert

It was in the 1950's and I was a little girl of five. In those days we attended 'Tiny Tot' classes, (what we now call 'kindergarten') as part of our pre-school education. We lived in a government station because father was a civil servant.

I remember it was nearing Christmas, as the mango trees had started to bear fruit and some had ripened. 'Tiny Tots' usually finished school at 12 o'clock noon. It was a fine day when we farewelled our teacher and headed home. We had to walk a fair distance before we reached home. Mango trees grew just a short distance away from where we lived, and we decided to stop and pick some. My friends must have called after me but I did not hear their call, or perhaps presuming that I had heard it they proceded home thinking that I would follow. I did not hear them calling after me, and so kept on picking mangoes.

A man suddenly appeared before me. I was surprised but not afraid, because I knew him well. He was from the local village next to the government station where we lived. The man's name was Mateo, and he was middle-aged. I picked up my bag and ran on to the track that led home, worried that my friends had disappeared. Just then I heard Mateo calling me. I turned and saw him with his trousers pulled down to the ground. I stood transfixed, and stared for a second or two. I did not understand about the private parts of a man and wondered at the sight. My elder brother appeared suddenly — from where? I could never remember. All that I can remember now is him dragging me onto the road with a fire of anger in his eyes. He gave me two hard slaps across my face, that sent me reeling.

When we arrived home my little body was all sore from the beating my brother gave me. My sisters too did not sympathize with me and when father arrived home that evening I saw my elder brother, mother and father talking and I was terrified. They did not tell me why I was being beaten but they kept calling me a 'bad girl'. What they did to Mateo, I do not know but what they did to me had a lasting effect on my life. Mothers called their children home when I came out to play. I was ridiculed for the rest of the years we spent in that part of the island. My mother stopped me from attending 'Tiny Tots' class, and I was heartbroken because I used to love going to 'school'. The children in the neighbourhood used to call me, Mateo *Kasura (Kasura* in Fijian means to 'drop' and in this case, Mateo's trousers). It was agony for me in those days.

One night I pretended I was asleep and heard father telling mother that he had asked for a transfer, for if he stayed there longer he was going to use his gun to kill Mateo. (Father was the local Vet and he was licensed to use the gun). I heard mother pleading with him not to do anything that he would regret later.

What happened in the intervening period, apart from the unhappiness I experienced, I cannot remember. Father got his transfer before the end of the year. As for me I did not really care whether he shot Mateo or not, as I was relieved of the burden of shame, and happy to be rid of that place and its memory. Years later I came to realise that Mateo was a sexual pervert.

Suggested Questions:

1. Does your society consider exhibitionism as a perverted act ?
2. How prevalent is exhibitionism in your country ?

3. What are the kinds of sanctions or laws against perverted sexual acts ?
4. Do you consider these laws just ?

Activity 10 - Exploitation

Read Situation: "Exploitation"

(from Pacific Profiles: Personal Experiences of 100 South Pacific Islanders, edited by Robert A.C. Stewart)

Exploitation

I learned early in my life that some adults are inconsiderate pleasure seekers, prepared to gratify their lusts at the expense of the innocent. Even now I am fearful in writing about my early sexual experiences as a young girl.

I was only twelve when my own Uncle, (a University student) took advantage of my rounded still quite childish body. He used to force himself on me, by kissing , hugging and putting his hand inside my panties, when he was being served food or tea by me.

I could only escape by twisting myself quickly out of his grip. I was always afraid of being seen by my mother or sisters. I was sure that I would then be blamed and beaten. My Uncle was regarded a good young man, with education, so no one could think bad of him. At times I planned to let my Aaji know of this — but my throat would dry up thinking she might punish me or even kill me.

When my Uncle returned to University I felt free and happy. However, he always used to come back during the University holidays. Since these holidays never coincided with ours, I could not go elsewhere to escape him. During his holiday times, I was at his mercy being the eldest and most capable girl. I would be forced to serve food, tea, grog etc. to him. He would again start his tricks.

At nights I would be doing my homework. My Uncle would be listening to modern music, pop songs in another separate house. At around 7.30 p.m., someone would shout to me to take his dinner to that house. My mother and another Aunt would be busy cooking. Trembling with fear I would plan to leave his dinner on the table and run back to the kitchen. But he would catch me back near the porch, take me to the back of the house, in the dark. He would force me to lift up my dress, and pull down my panties. Then quickly he would insert his erect penis into my private parts and have sex until he reached his satisfaction. Always however he was alert for footsteps. If someone did come, he would rush away, asking me to go around the other side of the house, then go to the kitchen. He would make sure I never told anyone about all this by giving me pretty Christmas cards (which his girl friends might have sent him that Christmas). I would cut the flowers and paste them on my book covers. He would also give me money, and pens.

I had now reached about thirteen and half. He continued to prey every time he found me alone; at the stream washing clothes, bathing, getting water from the well, or even going to toilet. I do not feel that I ever encouraged these acts of his. He would tell me that "All girls of your age do this with boys, it's nice, don't cry, never tell your mother, O.K.?"

One day when he had left, Mum felt it was time to explain to me about the 'birds and the bees'. I feared she would find out and ask me questions. I kept wondering what I would say but tried also to listen to Mum. Even up to today, I have not felt able to relate these fearful events to her. I have worried that she would look down on me, or even hate me. At the age of about fourteen years, I had started to menstruate. I had read all about periods, reproductive system in biology classes and sexual behaviour in humans and mammals.

I was prepared to fight back if my uncle tried to victimise me again when he returned from University. However, at that stage, my father returned from overseas study leave. We rented a house in town, I started going to town school. I hardly ever went to Granny's place alone (I made sure of it!) The next chapter of my sexual experience with the opposite sex was not to open until after marriage. I found my husband was gentle and enjoyable. But I still dare not relate my experience to Mum, or even my hubby. I still fear seeing that Uncle.

Suggested Questions:

1. What effect would negative sexual experiences at an early age have on a person's later life ?
2. How can a society protect its young population from perverted adults ?

Activity 11 - Problems and Issues Relating to Sexual Conduct (This is a sample activity of how values clarification can be used in teaching a moral dilemma)

Objectives -

By the end of this activity trainees will be able to

- explain each kind of sex deviant behaviour possible
- identify changes of attitude as a result of the subject matter taught
- take a stand firmly on either side of the question of whether:

  A study of deviant sexual behaviour should be included in a sex-education programme for school.

Activities

	Trainer	Trainees
1.	Give out Part III of the Personal Reaction Survey (PRS). Do not collect the survey. Tell the trainees to leave them aside after completion.	Trainees work on the survey
2.	In response to questions, put on the board charts which contain explanations of each term. Provide further explanations if need be.	Questions
3.	Ask trainees to rank according to degrees of "badness" each of the deviant behaviours in society.	Trainees work on ranking deviant behaviour
4.	Divide trainees into groups, depending on choice of the most "bad" deviant behaviour.	
5.	Work with groups to clarify criteria of "badness".	

	Trainer	Trainees
6.	Pose 2 Viewpoints (below):	
	Viewpoint 1	Viewpoint 2
	A study of deviant sexual behaviour should be included in a sex-education programme.	A study of deviant sexual behaviour should not be included in a sex-education programme.
7.	Divide trainees into 2 groups.	Trainees to take a stand.
8.	Ask members of opposing groups to challenge reasoning of other groups.	Trainees to list their reasons on the blackboard.
9.	Encourage trainees to reflect pros and cons of each view.	Trainees reflect.
10.	Ask trainees if there is a moral dilemma involved.	Trainees reflect.
11.	Ask, "What change has taken place in your attitudes to this subject?"	Trainees to check PRS again and change responses if they want to.

APPENDIX 1

PERSONAL REACTION SURVEY

PART I - FERTILITY AND MARRIAGE

A woman's fertile years are from 15 to 45 years of age. If a woman marries at 15 and observes child spacing of 3 years between births, theoretically it is possible for a woman to bear 10 healthy children. However, at the age of 35, and over, and those below 18 years, there are risks that are associated with pregnancy. If we assume that medically speaking the most healthy years to bear children is between 19 and 35 years, then with child spacing of 3 years, every woman can bear 5 healthy children. Not all women would want or can afford 5 children.

1. What is the age of marriage in your country ?

2. How/What do you feel about this age ? Too high or too low ? Explain.

3. What is the age of consent in your country ?

4. Is this too high or too low ? Why do you think that ?

5. Compare the age of consent and age at marriage. Explain your feelings about the difference.

PART II

Babies born of very young mothers are regarded as high risk babies. Young unmarried mothers often try to hide their pregnancies leading to very high complication rates. They suffer from the effects of abuse of alcohol and tobacco and a diet low on nutritional value. Teenage mothers undergo acute psychological problems. Problems caused by adolescence are compounded by problems caused by impending pregnancy and motherhood. (School girls who get pregnant are often from broken homes, poor backgrounds and single parent homes. Many of these girls are rejected by even their homes. Most of them are asked to leave schools. Is it right ? Or should they be allowed to continue their education after giving birth ?)

1. After reading the paragraph above, examine practices in your country. Then look at the last paragraph. How true is this of your own country ?

2. If you had an unmarried daughter and she came to you and said that she was pregnant, what would be your first reaction ? Why ?

3. Describe briefly what you would most probably do.

4. If you're a headteacher, what would you do if you found out that a girl in your school was pregnant ?

5. What would be your feelings towards: (Explain why you feel that way).

   a. Her parents

b. Her teachers

c. Yourself

6. If you were a headteacher and in a year several girls in your school became pregnant, which of the following courses of action would you most probably take ?

   a. Call the parents of the girls and berate them for not looking after their child properly.

   b. Notify the Education Department and wait for what they will do.

   c. Hide the facts, expel the girls and ignore the problem.

   d. Call all parents and decide what to do.

   e. With parents and your staff work out a sex-education programme to help resolve the problem.

   f. Other actions. What ?

7. Have you ever talked to your children (or students) about sex ? Why or why not ?

8. Should you talk to your children (or students) about sex ? Why or why not ?

Part III

Problems and Issues relating to sexual conduct -

The following are problems and issues which relate to sexual conduct. These kinds of sexual conduct are generally considered by society to be abnormal and destructive to the values of society (although prostitution is legal in some countries). Hence, they are often considered to be crimes and people are punished for behaving this way.

INCEST
HOMOSEXUALITY
GANG RAPE
VOYEURISM
CHILD ABUSE
PROSTITUTION
SADISM
BESTIALITY
RAPE
SODOMY
EXHIBITIONISM

Activity 1

Rank the sexually - deviant behaviour given above according to what you consider to be its "badness" to society.

Activity 2

State your reactions to each of these when you hear or know of it happening.

Incest
Child Abuse
Rape
Homosexuality
Prostitution
Sodomy
Gang Rape
Sadism

Activity 3

If you were a judge passing sentences on people who commit these crimes, what punishment would you give ?

Sodomy
Incest
Child Abuse
Rape
Homosexuality
Prostitution
Gang Rape
Bestiality
Sadism

Population and Family Welfare

Population and Resources

Family-Level Relationships and Social Problems

Family Welfare : Why and How to Budget

POPULATION AND RESOURCES

General Objective

To make people aware of the relationship between population and major resources - natural, capital and human resources.

General Content

The effects of rapid population growth in the Pacific on

1. Natural Resources
    - a. Water
    - b. Land
    - c. Sea/lagoon
    - d. Mineral
    - e. Forest

2. Human Resources
    - a. People
    - b. Education
    - c. Health
    - d. Skills and Employment

3. Capital Resources
    - a. Finance
    - b. Building and Housing
    - c. Machinery
    - d. Technology
    - e. Infrastructure

Suggested Method of Presentation

The topic, "Population and Resources", can very effectively be presented using a panel of experts to discuss the implications of rapid population growth on various resources and the quality of life of the people.

It is suggested that the Moderator be the trainer who will ask the relevant questions, ask for clarification and examples, and in general, keep the discussion on the topic. The experts on the panel should be high level Government or non-Government officials who are knowledgeable on the subject - e.g.,

Minister or Director of Resources and Development

Minister or Director of Economic Planning and Statistics

Minister or Director of Environmental Health

Minister or Director of Labour, etc.

As an example of a panel discussion, a script is presented in the following pages. However, it is not recommended that a script be used in an actual training session. It is recommended that the panelists should

1. know the question they will be asked
2. have some notes to refer to
3. have at least one discussion among themselves before the panel discussion takes place

In addition to the actual panel discussion, the question and answer period after the discussion with the trainees asking questions, is most useful. The trainees should be encouraged to ask questions, either orally or written for submission to panel members.

A SAMPLE PANEL DISCUSSION ON POPULATION AND RESOURC

Moderator : We hear a good deal about the imbalance between population growth and resources. Many societies or communities have felt this effect in individuals' quality of life. We have here with us four experts: A Minister of Resources and Development, Director, Planning and Statistics, and the Director of Environmental Health.

Well, will you discuss with us some of the important points in regards to the effects on natural resources due to population increase - land, for instance.

Panelist 1: Land is considered as our mother earth. We get most, if not all, of our resources, like, food, shelter, raw materials and source of income to name only few. The increase of population will increase the demand for more land and ultimately will reduce its availability - for example, Tonga can no longer give 8½ acres for bush allotment to young men when they reach 16 years of age because of the increase in population.

Moderator : What about marine resources. Will you discuss that too ?

Panelist 1: Marine resources is one of our vital resources in the Pacific. We can get our food from the sea and also it is one of our potential areas for commercial or economic purposes if utilized properly. Overcrowding of land can lead to abuse of lagoon and sea areas which will lead to pollution and exploitation of our marine resources. Previously we used to be able to go out fishing in the lagoon and come home with enough fish for the day. Now, we need to go beyond the reef.

Moderator : Fresh water resources. Will you discuss that also ?

Panelist 1: A clear and adequate source of water is a vital necessity for life: wells, rivers, rain water, springs and tap water. Rapid population growth often leads to water contamination and pollution and high level of consumption will result in less and less availability. Already, there are some places in the Pacific with severe water shortages - e.g., Majuro, in the Marshall Islands.

Moderator : What about mineral resources ?

Panelist 1: A wise use increases the national income; however, rapid exploitation of non-renewable and renewable resources due to great demand as a result of increased population leads to depletion of such resources. Ultimately, this decreases national income and eventual loss of jobs and income for many people.

Moderator : Well, what do you think about forests in relation to population increase ?

Panelist 1: Forests are one of our major sources for both subsistence and economy and commerce. Food and raw materials coming from the forest can be plentiful if the balance in the ecosystem is kept. Deforestation, for more land use for human needs, raw materials and fuel, create climatic changes, cause soil erosion, affects the atmosphere, (since vegetation helps remove some polluting elements) loss of wild life, etc. We need conservation measures.

Moderator : Our second panelist will be discussing with us the relationship of population growth and human resources.

Well, will you discuss with us a few points in regards to people, as a part of natural resources.

Panelist 2: Human resources are the most fundamental of all resources. People are not only great producers but are also great consumers. The effects of natural increase in population growth places long-term burdens on the resources of the country in order to maintain and improve the quality of life of human being.

Moderator : Will you elaborate on that, please ?

Panelist 2: Further un-checked population growth will result in resources being stretched further to accomodate for more people and after a time the quality of life and standard of living will be lower than the satisfactory level.

Moderator : Can you give us some examples of that ?

Panelist 2: For example, the Republic of Palau population at present is 12,279 with the growth rate of 2.5 per cent per annum. This means the population of that country will double in 28 years. Thus, by the year 2012 the population will increase to 24,558. At that point, since this country is struggling to provide for its present population, how could it manage with its limited resources when its population doubles ?

Moderator : Can you tell us something about education as part of human resources ?

Panelist 2: In a country where the number of children and young persons is constantly increasing, further pressure is exerted on the demand for better quality and higher standard of education and training facilities. Because of the increases in population, especially in the younger age bracket, with inadequate resources to accomodate for the educational needs, the result would be unequipped and overcrowded classrooms, frustrated and untrained teachers and hence less educated, ill-prepared people in our society.

Moderator : What about the skills and job opportunities ?

Panelist 2: When there are many people looking for work and the competition will become greater, most of those looking for jobs will end up unemployed, particularly those who do not have the required skills. Jobs are given to those who have necessary skills. But if there are more skilled persons than the job opportunities available, even the most skilled persons will be unemployed.

Moderator : What about the health aspect of our human resources ?

Panelist 2: When the population growth increases, so more and more people require health and medical services. In order to meet these demands, two things should be considered : (1) to increase the existing services and/or (2) more people have to share the inadequate and limited existing facilities and services.

Moderator : Will you elaborate on that please ?

Panelist 2: In order for health services to be increased to meet the demands of the increasing population, it will require money to train doctors and nurses and more hospitals and health clinics to be built.

Where the services are shared, the quality of the services will decline, which, in turn may affect the health of the individual.

Moderator : Now, we have come to our final panelist who will discuss with us something about Capital Resources.

Panelist 3: Finance provides for basic necessities in life, for education and health, community projects, infrastructure and security. With a rapid population growth rate, many of these needs will not be met, which, in turn, affects the quality of life.

Moderator : What about building/housing ?

Panelist 3: A demand for building a house is influenced by both the increase in the number of people living in one house and economic factors as well. The natural increase in the size of a family will increase the demand for additional building to relieve the overcrowded situation. The problem would include access to site for construction (more land needed) and increasing cost of building materials.

Moderator : What about machinery ?

Panelist 3: In order to meet the need for building expansion and construction, machines have to be available. Also, when new skills are introduced in various fields new equipment also needs to be obtained to make things easier, e.g., agricultural equipment. Traditional skills will be improved by modern equipment, e.g., planting stick in Samoa. The establishment of industries will also require better and proper equipment. So we have to improve a lot of these which also affect the financial situation.

Moderator : Will you tell us something about technology ?

Panelist 3: To utilize the available resources based on the needs of the people, appropriate technology is essential even as in some cases, high or advance technology is applied. Traditional skills should be used when relevant, e.g., Western Samoa Forest Scheme. This will result in having more trained and skilled people for the operation.

Moderator : What can you inform us about infrastructural development ?

Panelist 3: Infrastructural Development

When people are crowding in an area i.e., urbanization, various factors have to be considered in the field of public amenities and services. Better roads have to be built, schools for children have to be expanded, hospitals, water supply, sewage and electricity have to be improved. From here the need for other necessities will also increase, e.g., teachers, doctors, and even qualified personnel to maintain and improve the services. Then come also the question of finances.

Moderator : I would like to thank the panelists for their views today. Please allow me to briefly summarize the discussion.

In many countries, when population become larger through natural increase and migration, there will also be an increasing demand on various necessities in life. Subsequently, in almost all cases, a community with rapid population growth rate will not have enough money both to create necessary new jobs as well as to provide other community needs such as housing, schools, health facilities, water system, waste disposal system or sewer systems. etc.

Generally speaking, the country with lower population growth rate will be better able to improve the quality of housing, increase and improve health services and facilities, provide better schools and training facilities to better equip children for job opportunities and create more jobs.

The key point is that there needs to be a balance between population and resources to improve the people's quality of life.

Questions from the Floor

FAMILY-LEVEL RELATIONSHIP AND SOCIAL PROBLEMS

Objectives

1. To create an awareness of the impact of large family size on the environment, employment opportunities, housing, education, resources, food and health.
2. To be aware of the needs of each member of the family as well as needs of the family as a whole and how those needs may be met.
3. To appraise the social impact resulting from changes in family size and structure.
4. To suggest possible solutions to family problems.

Content

1. The meaning of the concept of 'quality of life'.
2. The need for housing, food, water, clothing, health, education for the family.
3. Family size and availability of resources - impact of health and productivity.
4. Responsibility of parents and meeting the needs of children.
5. Family size and problems - delinquency, waywardness, teenage pregnancies, induced abortions.
6. Attempting to solve the family problems.

Procedure

1. Meaning of 'Quality of Life'
    a. Question to audience : What does the term 'Quality of Life' mean to you ?
    b. Definition is given by the Trainer.

c. Chart/Transparency with Quality of Life factors is put on wall:

Quality of Life Factors

PHYSICAL (Standard of Living)	MENTAL/EMOTIONAL	SPIRITUAL
Food/Nutrition	Love/Friends	Freedom of believe
Health	Marriage/Children	Freedom of practise beliefs
Housing	Extended family	
Environment	Recreation/Leisure	
Material Goods/Comforts	Job satisfaction	
Schools	Education	
Medical Services	Status	
Transportation		

The concept 'quality of life' may be perceived differently from person to person depending on his degree of satisfaction.

d. Question to Audience : What are your goals in trying to improve your family's 'quality of life' ?

3. The Needs for Food, Water, Clothing, Housing, Education and Health for the Family

a. Question to Audience : What are the basic needs of man ?

b. Chart/Transparency with all physical needs of man :

i. Food : Well-balanced diet will help develop healthy bodies and healthy mind

ii. Clothing : Clothes protect people from extremes of temperature

iii. Housing : A person needs a place to live but also a secure and stable place of growth for her/his children

iv. Education : A satisfactory level of education is needed to acquire the necessary skills to get a good job. A good job means getting enough money to support a family.

v. Health : A healthy body enables children to cope with studies and other activities and adults with work and the pressures of life.

c. Trainer then helps in explaining how each is essential to man.

3. Family Size and Availability of Resource : Impact on Health and Productivity

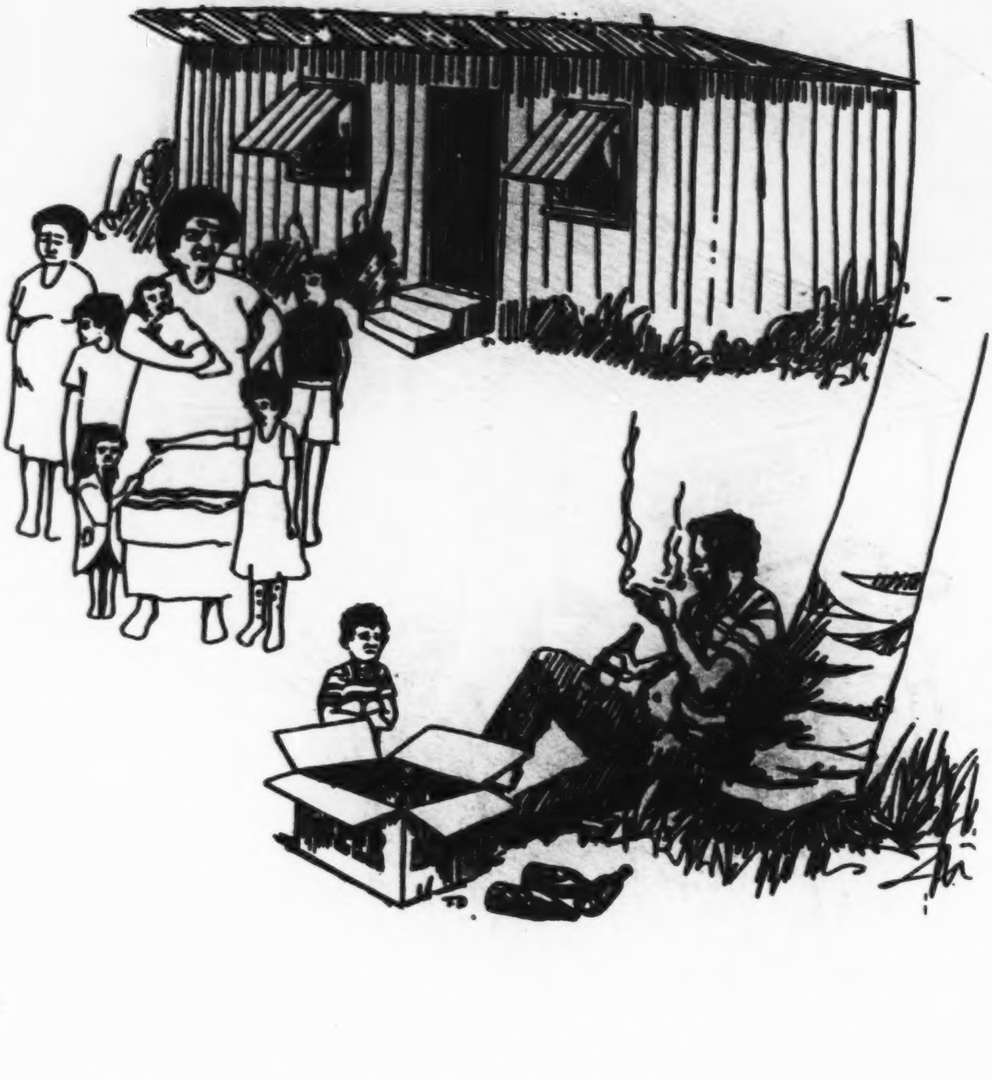
a. Audience - split into groups of 4 - 6.

b. Pictures A and B are given or shown to the audience.

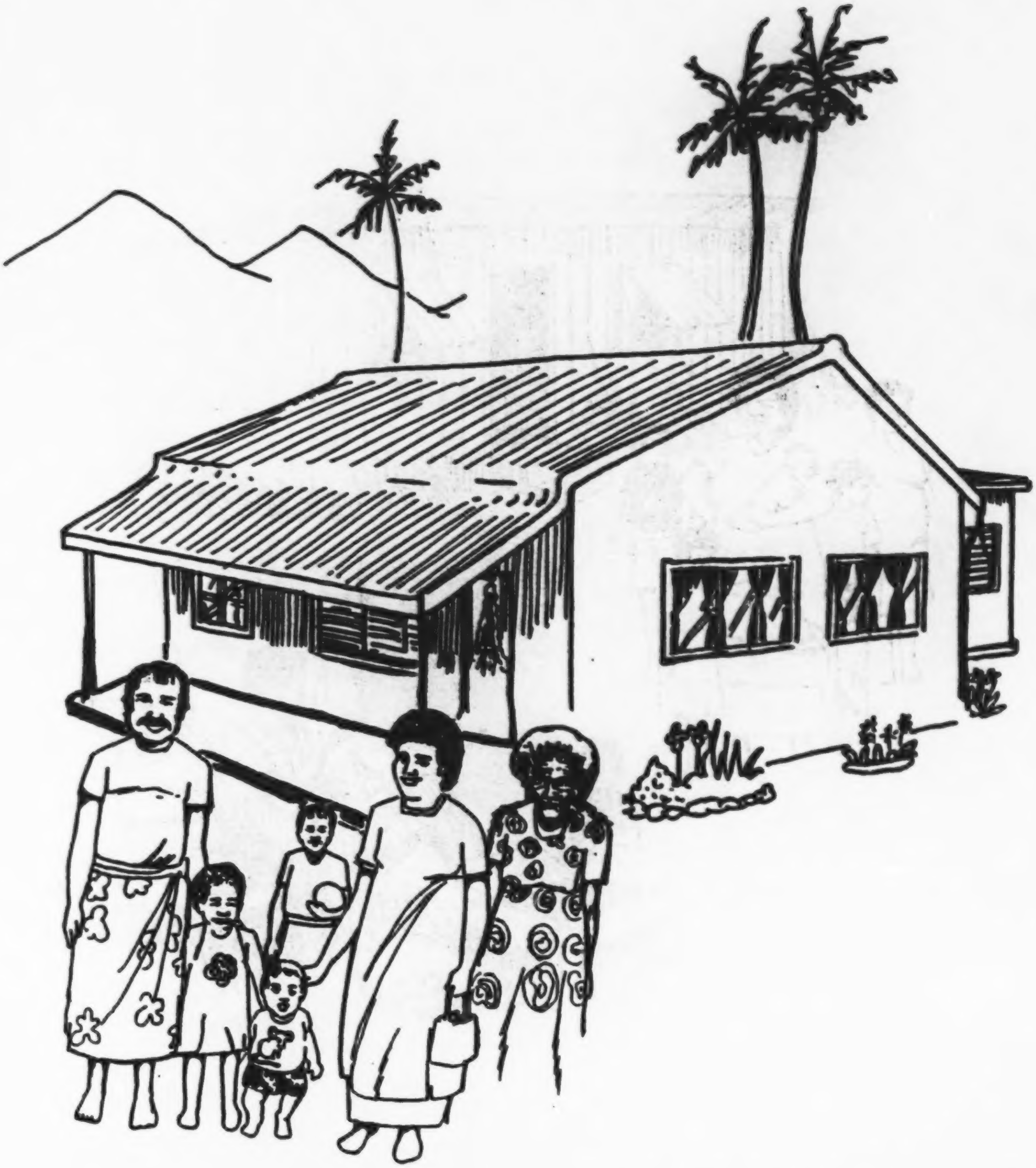
Picture A : Sad - looking large family of 7 children.

Picture B : Happy-looking small family of 3 children.

A



B



Discussion Questions

Picture A

a. There may not be much food available because of too many mouths to feed.

  i) Are the parents worried that their children aren't getting enough food ?
  ii) What will the effects of this be on the children's physical and mental health and development ?
  iii) What will be the effects of this on productivity of the children and adults ?

b. The house doesn't look big enough for all the people.

  i) What do you think about living in such conditions ?
  ii) What health problems can result from such conditions ?

c. One economically active person in the home means he is burdened with meeting the needs of the family.

  i) What do you think will be the individual share of the income ?
  ii) Will the basic needs be met adequately ?

d. Education and employment.

  i) Do you think children in large families (5 or more children) have a satisfactory level of education ?
  ii) What is the result of having an unsatisfactory level of education ?
  iii) Without adequate education what kind of employment can one expect ?

Picture B

a. There is an abundance of food to feed the family.

  i) What will be the effects of this on the children's physical and mental health and development ?
  ii) What are the effects of this on the productivity of the children and adults ?

b. The house is large and clean.

  i) Are the family members susceptible to diseases ?
  ii) Do you think this is a secure and stable place for a growing child ?

c. i) What do you think will be the individual share of the income ?
  ii) Will the basic needs be met adequately ?

d. Education and employment.

  i) Do you think children in small families have better educational opportunities than children in large families?
  ii) What is the result of having a high level of education on employment and ability to meet family needs ?

e. General

What are the differences between the productivity, health condition and attitude to life of each family ?

4. Summarize the Implications of a family with over 5 children on the available resources:

a. Housing
   - i) Increase in overcrowding
   - ii) Unsanitary conditions
   - iii) Increase in spread of communicable diseases
   - iv) Sickly family -- low productivity of family members - children are inactive and studies are affected

b. Education
   - i) Difficulty in providing education for all children
   - ii) Withdrawal of older children from school to work or look after infants
   - iii) Girls leaving school early may mean early marriage which leads to longer reproductive span or teenage pregnancies
   - iv) Children with no opportunity to receive good education end up with unskilled work

c. Employment
   - i) One economically active person in the home means he is burdened with meeting the needs of many people
     A new addition to the family means requirements exceed available resources - less food and health care for the family
   - ii) If basic needs are not met - children grow up to be less productive and adults are less productive

d. Land
   - i) Reduction in land holding per male member of the family
   - ii) Clearing of more land for planting of crops
   - iii) Reduction in source of firewood and timber
   - iv) Land is susceptible to erosion and decrease in agricultural land area

e. Food
   - i) Takes longer time to get fish/food from sea
   - ii) Food is given to children
   - iii) Parents eat what is left and this contributes to tiredness
   - iv) Malnutrition --- illness --- low productivity of family members

v) The bigger the family the smaller will be the individual share of the available resources.

5. Responsibility of Parents and Meeting the Needs of Children

a. Ask audience to list 10 needs of a child which must be provided by the parents.

b. Trainer then leads a discussion on how the needs of a child differ at each stage of its development:

The Physical Needs of Family Members

i. Nutritional
ii. Housing
iii. Clothing
iv. Health
v. Educational

Emotional and Spiritual Needs

i. Care and Attention (Guidance, encouragement)
ii. Emotional Needs (Love, sex education, values)
iii. Spiritual Needs (Religion)

c. List the implications of large families on meeting the needs of children

i. Overcrowding in the home
ii. Inadequate food
iii. Family members are susceptible to communicable diseases
iv. Overcrowding, inadequate food, diseases --- constant worry to parents and contribute to physical and emotional tireness
v. Clothes - mended and passed down from one member to another
vi. Poor sanitation
vii. Children are withdrawn from school to work or look after young children
viii. No care and attention for each family member
ix. No time for sex education
x. No time for spiritual guidance, moral guidance

Conclusion:

Large family finds it difficult to meet needs of all the children.

d. Implications of small families on responsibility of parents:

  i. Adequate - food, space, clothing
  ii. Good education and health
  iii. Adequate time for guidance
  iv. Children get a lot of love/care/attention

6. Solutions to Family Problems

Discussion

a. It is the parents' responsibilities to space and limit their family size to ease pressure on resources and meet fully the needs of each child.

b. Who and at what time should children be introduced to sex education ?

c. What are your goals in trying to improve your family's quality of life ?

d. How are you going to achieve these goals ?

References:

1. Population and Family Welfare Education for Workers, A Resource Book for Trainers, International Labour Office, 1980

2. 'Work and Life Related, A Personal and Family Welfare Instructional Package for Vocational Training Instructors', ILO, 1982

3. Motivating Field Workers in Population Programmes, Book 2, Family Welfare and Family Planning, UNESCO

Background Reading:

1. Government Annual Reports : Social Welfare, Police, Prisons, Health

2. YMCA - Annual Report, Rural Youth - Dennis Oliver

FAMILY WELFARE : WHY AND HOW TO BUDGET

Introduction

The intended audience for this particular module will be left open to individual trainers, primarily due to differences in societal norms, traditional differences amongst age groups, differences in religious beliefs, along with other varied situations existing in the Pacific region. As such it will allow for changes necessary (deletion as well as additions) to make the module relevant and appropriate.

Objectives

1. To be able to describe the difference between needs and wants.

2. To explore the relationship between family size and the level of income and expenditure.

3. To assist in the drawing up of a simple family budget.

4. To encourage the people to understand and appreciate the importance of saving for the future.

Contents/Approaches

1. Define the concept of Budgeting

   To use income wisely for the various needs - especially the most important needs. Income, or resources are limited, but you can meet your own important basic needs by proper management of these resources, through budgeting.

2. Ask this question to the audience:

   "What are the positive effects and results that good planning and budgeting will have on the welfare of the people and family ?"

   Record their answers, compare theirs' with yours, elaborate on their answers and make additions or amendments where necessary, etc. (You may decide to split them into groups for 10-15 minutes, or work as one whole class.)

3. Ask this question to the audience:

"What are the implications and consequences of the ignorance of budgeting in relation to family size ?"

Record their answers, compare their's with yours, elaborate on their answers and make additions or amendments where necessary, etc. (You may decide to split them into groups for 10-15 minutes, or work as one whole class.)

At this point you sum up numbers 2 & 3, with perhaps the assistance of some visual aids.

4. The people's requirements should not exceed their available resources.

   For this subject you could either

   a. adopt the same approach used in numbers 2 & 3, or

   b. lecture on why the people's requirements should not exceed their available resources

   You may decide to quote examples where necessary and/or use visual aids (transparencies, slides, video, films, etc.)

5. A listing of Needs and Wants

   a. Briefly explain the concepts of Needs and Wants

   b. Ask audience to list down their Needs and Wants

6. Actual breakdown of the budgetary items by percentage or, say, actual amounts spent on a monthly basis.

   a. Ask the audience to rearrange their needs in order of priority

   b. Convert these items into percentage based on the amount of money spent on them in relation to the income

7. The drawing up of a simple family budget -

   - Using the information above draw up a simple family budget using an imaginary level of income per week or fortnight.

   Note: Your budget may or may not have a portion for savings, depending on the income. At this point stress the need or importance of savings.

8. Maintenance of the use of the funds allocated for individual requirements under the budgetary items. It is important to remind the audience of this in relation to issues raised in number 4.

9. Why and how to save (in relation to family size)

   a. Ask audience why they think it is important to save

   b. Record their answers

   c. Ask audience the question of how we should save

   d. Record their answers

   e. Point out that often more savings can be made by spending on less expensive items which serve the same purpose - e.g., buying local foods instead of imported foods. Also by eliminating unnecessary purchases like beer. For example, if $10 is spent each month on beer, that could be saved if beer is considered unnecessary. Point out that unfortunately such items become "necessary" for some people.

   f. Sum up with a special emphasis on the importance of savings.

   g. Ask participants to help list some typical monthly expenditures for a family of 3 children and also a family of 6 children, given an average monthly income of say $200 (or whatever is typical in your country). List on the board - e.g.,

Monthly Income of $200

Item	3-Child Family	6-Child Family
Food	50	75
Water, electricity, fuel	30	30
Housing, rent	30	30
Household items	10	10
Clothing	20	20
Health	20	10
Recreation	10	5
Education	20	20
Savings	10	0
	$200	$200

Point out that:

i) While more money needs to be spent on food for the large family, each person in that family has a smaller share than each person in the smaller family

ii) The larger family is probably crowded into a house with the same rent as the smaller family

iii) Other items like clothing, education, recreation, etc. are likewise reduced on a per capita basis, and perhaps, because of the limited income, some things like education or clothing or recreation are sacrificed by some members of the family

Stress the importance of family planning to improve quality of life.

10. The situation will determine whether to introduce or proceed with the following subject in the presentation or not. If the answer is no then stop at number 9. Otherwise adopt the following "Types of available saving plans to be acquired from local banks (where banking institutions are present)"

    - Generally speak about the saving services available at the various banking institutions and all issues relating to savings at these institutions.

    - The information necessary to talk on this issue could be acquired through : research and information gathering or fact in exercises.

11. Role-playing : Depending on the situation it may or may not be appropriate to role play on the subject of the utilization of the available income, highlighting the impact - both good and bad. For instance in a Christian society you may decide to role play the equivalent of "The prodical son" in a modern society.

Materials required:

Posters, charts, slides, films
Projectors (for slides, overhead transparencies, films, etc.)

Methodology:

1. Lectures

2. Guest speakers (if necessary) to talk on certain aspects of

budgeting and related issues. (to be identified by the organizer)

3. Group (peer group) discussions on budget related issues.
4. Role play on role of father, etc. on the utilization of their available income highlighting the impact (both good and bad).
5. Use of charts and posters.
6. Use overhead projector and slide projector plus films, etc. where necessary.

Recommended Readings/Resources

1. ILO sets of Leaflets : Why a Family Budget ?
2. Brochure on Family Budgeting published by Fiji Trades Union Congress and the Ministry of Cooperatives, Suva, reproduced on following two pages.
3. Pictures from the following publication "Population Education in Non-formal Education and Development Programmes" UNESCO, Bangkok, 1981

    a. Page 151 - Keep to good family budget
    b. Page 153 - Budget family income : why
    c. Page 154 - Picture of the family
    d. Page 155 - But how can one make a good budget
    e. Page 156 - Picture of mother with basket and family
    f. Page 157 - Family working in food garden
    g. Page 158 - Mother sewing clothes
    h. Page 159 - Mother and children
    i. Page 160 - Everybody helps in family saving
    j. Page 161 - Savings

Shopping Hints

Planning shopping, like planning almost anything else, means deciding ahead and budgeting time as well as money. The following hints may be helpful:

- Make a shopping list of articles or goods actually needed and stick to your list.
- Compare prices in different shops.
- Buy all needs weekly, fortnightly, monthly.
- Don't be deceived by misleading advertisements.
- Be sure that items in 'sales' are not defective, and check on expiry date, e.g., items like food, milk, medicine, films, etc.
- Make sure that the guarantee on any article is valid.
- Buy good quality items.
- Buy cheap but nutritious food.
- Carefully check the shopping receipts before and after payment.
- Enquire with the dealer whether parts and repair facilities are available.
- Keep up with the latest prices.

SAVE MONEY BY GROWING YOUR OWN FOOD

Managing Payments

This means wise planning and proper control of all payments to be made such as:

- rent/rates
- taxes
- fuel
- travel expenses
- loans
- hire purchase and 'lay-by'
- insurance

etc.

These payments may be done either weekly, monthly, or yearly. They need to be carefully made note of and should always be considered in budgeting. Make sure that all receipts after each payment are collected and kept in a safe place.

AVOID DELAYING PAYMENTS

Keeping Accounts

A good 'budgetor' is one who plans ahead and keeps a simple account which shows income, how much is being spent and how much is being saved. Keeping a weekly account is best. Your account can be kept in a small note book and should be simple, clear and correct.

Savings are for:

- Payments to be made regularly
- unexpected emergencies
- future needs, such as education, marriage, a house, car or boat
- retirement, travel, visits abroad, etc.

Types of Savings

In banks, such as the National Bank of Fiji.

- This is a very good way of saving
- Saving can begin with small accounts
- Money grows with interest
- There is security

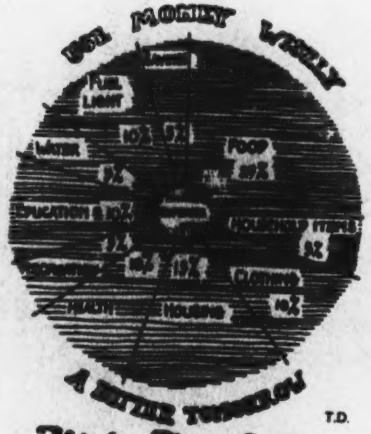
Other types of savings

- Credit Unions, Co-operatives
- Investments
- Government Bonds
- Life Insurance [Be sure you deal with reliable insurance companies]

Factors that affect savings
- family size
- income
- payments
- Unexpected emergencies, future needs
- traditional obligations

SMALL FAMILY SIZE HELPS TO

- USE RESOURCES BETTER
- IMPROVE STANDARD OF LIVING
- SAVE MORE



Think Plan Save

SAVE RESOURCES. PLAN NOW

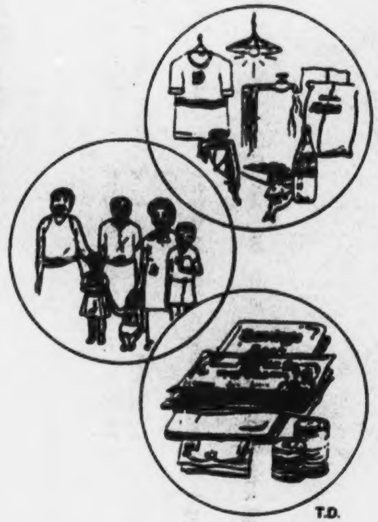
ACKNOWLEDGEMENTS

This brochure (leaflet) on 'Family Budgeting' was developed at an ILO/UNFPA-assisted Materials Development Workshop on Population and Family Welfare Education. The participants, from Gov't Depts and national NGO's, were divided into groups and the group that prepared this brochure comprised of:—

— Mrs M. [illegible] South Pacific Commission
— Mrs T. Vere, YWCA
— Ms A. [illegible], National Food & Nutrition Committee
— Mrs M. Chand, YMCA
— Mr S. [illegible], Dep. of Information
— Ms A. [illegible], Fiji Council of Social Services
— Mrs A. [illegible], Fiji Council of Social Services
(Artwork: T. [illegible], Suva.)

For further information, contact FTUC Population Project, 290 Waimanu Rd. Telephone: 314504, or Cooperatives Population Project, Cooperatives Training Centre, Lami. Telephone 361552.

FAMILY BUDGETING



Developed at a Workshop of ILO/UNFPA — assisted Projects on Population/Family Welfare Education [Suva, Fiji: Aug. 1984]; Published by the Fiji Trades Union Congress and the Ministry of Co-operatives Fiji Population/Family Welfare Communication and Information Projects.

BEST COPY AVAILABLE

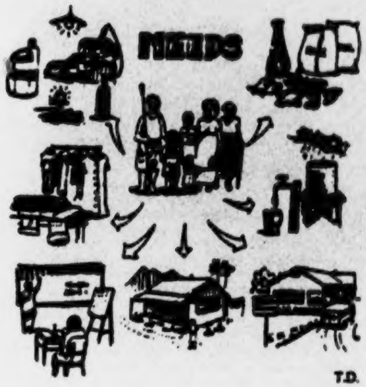
What is Family Budgeting?

Family budgeting means to use family income wisely for the various needs of all the members of that family — especially the most important needs. Income, or resources, are limited; but a family can meet its own important basic needs by proper management of these resources, through budgeting.

Balancing Your Family Budget

Families usually use a large part of their resources to meet their very basic needs such as food, water, clothing, housing, education, health care, fuel, recreation, etc. Meeting these needs depends on the amount of resources available and the size of the family whose needs have to be met. If family size increases, but available resources remain the same, fewer needs can be met adequately. Also, if more resources are available and the family size is relatively small, more needs can be met and a family can enjoy a better standard of living. Family members should discuss among themselves what their most important needs are, and how these needs can be met with their resources.

Family Needs



T.D.

Why Budget?

Some people think that budgeting their income means denying themselves of all pleasures; this is not true.

A well planned budget helps a family to

- live within its means
- save a regular sum for emergencies and future needs
- get value for money
- get what is needed for the family to be healthy and happy.

Family Size

The size of a family affects family budgeting. The smaller the family the bigger will be their individual share of the available resources and of course, the bigger the family the smaller will be the share. This means that children and adults in a large family will have to make certain sacrifices in order to meet each individual's needs.

A family with six children having an income of two hundred dollars a fortnight, may not enjoy life as much as a family with a similar income but with only two or three children. For example, if 10% of family income is used for education in a family of six children, each child will have $3.33 compared to $6.66 for each child in a family with three children.

Family Income or Resources

Every family should live on its own resources. These resources come from what a family earns through their own business or shop, or by working for someone else, or from sale of farm produce, from fishing, being self-employed, from making handicrafts, 'gifts' in kind from their children who engage themselves in selling newspapers, fruits, crabs, etc.

Usually, the income or resources of a family is not sufficient for all the family's needs; hence, budgeting is necessary.

When income or resources remain the same but the family keeps growing, budgeting is difficult.

Family Income and Resources

T.D.

How to budget

- Parents should see that all family members get a fair share of the family income.
- The family 'cashier' or 'banker' is a selected member of a family. Or, this could be a joint responsibility of both husband and wife.
- Children need to be taught budgeting and the proper use of resources.
- Make a list of all the essential needs that a family must meet.

Here is a guide to plan your own budget.

These can be divided into percentages (%) like:

Food	25%
Housing	15%
Fuel	10%
Clothing	10%
Education	10%
Health Care	10%
Water	5%
Household Items	5%
Recreation	5%
Savings	5%

For example, a small family with 2 or 3 children and an income of $50 a week will have:

	$	%
Food	12.50	25
Housing	7.50	15
Fuel	5.00	10
Clothing	5.00	10
Education	5.00	10
Health Care	5.00	10
Water	2.50	5
Household Items	2.50	5
Recreation	2.50	5
Savings	2.50	5

In another example, a family with the same number of children (2 or 3) and an income of $100 per week can afford:

Food	$25.00
Housing	$15.00
Fuel	10.00
Clothing	$10.00
Education	$10.00
Health Care	$10.00
Water	$5.00
Household Items	$5.00
Recreation	$5.00
Savings	$5.00

Perhaps, they do not need to spend as much on each of these items, or they could get more of each item of a better quality. However, what they do not require for meeting their essential needs can be set aside as more savings.

In both the examples we had a family of 2 or 3 children. If the family was larger with 5 or 6 children the same amount of money will still be available for each item but each member of the family will, of course, have a smaller share. Let us work out the share of each family member.

For example, on a $100 per week income a family budget will be as follows (for some of the items):

A Family of Five

Food	$5.00
Clothing	$2.00
Fuel	$2.00
Education	$3.33+ [This is for the 3 children only]

A Family of Eight

Food	$3.12
Clothing	$1.25
Fuel	$1.25
Education	$1.66+ [This is for the 6 children only]

Sample prototype materials

BEST COPY AVAILABLE

Nutrition-Oriented Mixed Gardening

Overview

Gathering Information

Crop/Livestock Selection

Maximizing Production in Limited Space

Main Nutrient Groups

Design of a Mixed Garden

Extension Activities in the Village Community

OVERVIEW

Introduction

Nutrition-oriented mixed gardening is an attempt to improve family nutrition by education through home gardens. In addition to improving nutrition, stimulating self-reliance, and even providing a source of income, it may provide opportunities to discuss the relationship between nutrition, health and family size. The Nutrition-Oriented Mixed Gardening Group in the workshop worked on an outline for training, which is shown in the following pages, to assist trainers in teaching and encouraging projects for nutrition-oriented mixed gardening.

Goals

1. To introduce the concept of a crop production system which is primarily oriented toward improving family food consumption
2. To discuss the importance of this approach in overall community development
3. To discuss the current situation of nutrition-oriented mixed gardening, including problems and prospects
4. To discuss some nutritional and non-nutritional factors that affect the nutritional status of an individual.

Discussion

1. Explain how gardening fits into the household food system:
    - Preparation of food
    - Preservation of food
    - Processing and storage of food
2. How a Home Gardening Project can be integrated into other community activities:
    - Health care/family planning
    - Water/Sanitation
    - Cooking lessons (Home Science by Extension Division)
    - Preventive Medicine
    - Nutrition
3. Problems and Prospects of Nutrition - oriented Mixed Gardening Project:

Prospects	Problems
a. Improve nutrition status (good source of protein and vitamins)	a. People don't understand the relationship between nutrition and health
b. Clarify relationship between food and health	b. People find it easier to go to market
c. Home gardens stimulate interest in members of families	c. Cost of set-up seeds, plough, clearing land, fence, etc.
d. Alternatives to imported foods	d. Imported foods easier to prepare
e. Improve health status of the family	e. Processed foods have higher status
f. Gardening may provide the housewives with good training programme	f. Gardening may have lower status
g. A source of small income can be obtained from surpluses	g. Hard to change old patterns
h. Relationships between family size and nutrition and health can be understood	h. Don't know how to garden

4. Foods which are available:

- Traditional ?
- High Status ? or
- Well liked ?

GATHERING INFORMATION

Goals

1. To identify the kinds of information needed in the design of mixed gardens for homes
2. To understand (and practice) how to gather gardening and nutritional information in a village situation
3. To begin to look at how to apply this information to nutrition and gardening projects.

Discussion

1. Why is gathering background information an important activity ?

   Unless there are inputs (correct information), well informed decisions cannot be made.

2. What kinds of information need to be gathered ?

   - Financial
   - Dietary Habits
   - Available area
   - Water
   - Family priorities
   - Available labour
   - Small animals (chickens/pigs)
   - Interest/need
   - Pests/diseases and how they are controlled

3. What are some techniques for gathering information?

   - Interview (see attached Form)
   - Observation
   - Consult experts/specialists
   - Survey using questionnaire

4. How often should information be gathered ?

   Anytime that suits the operations in the garden.

SAMPLE QUESTIONNAIRE FOR
GATHERING INFORMATION FOR A DESIGN OF MIXED GARDEN

A. **Background Information:**

1. Name of village .... Household No ....

2. Number of people in the household ....

B. **Financial Information:**

1. What is the monthly income of the family from those residing in the household ?

2. Is it seasonal or steady throughout the year ?

3. What is the amount of income spent on food ?

4. What are some of the foods that you buy which can be produced locally ?

C. **Family Priority:**

1. Find out - the most important needs
   - the least important needs

2. Identify from 1) above where gardening can play a major role.

3. How do they achieve these needs ?

4. What are other interests of each family member ?

D. **Dietary Habits:**

1. Find out the quantity and quality of daily food intake.

2. What are the major sources of their daily foods ?

3. What are their customary ways of food preparation ?

4. What are their traditional beliefs about food and habits, e.g., taboos, etc., and how much they value such beliefs.

5. List foods desired and preferred by each member of the family.

6. Find out the nutritional difficiencies of each person in the family.

E. Garden Site:

1. What is the actual area of land ?
2. Is it shared, leased, or owned ?
3. How much of the space could be provided for a garden site ?
4. Will animals be permitted to roam in and out of the garden site ?

F. Water:

1. What are the main sources of water available ?
2. Are they on private or communial sources ?
3. What are the major distribution schemes available ?
4. Which of these schemes is most appropriate for the garden ?

G. Tools & Equipment:

1. List number of garden tools the family has.
2. What other tools may be needed ?
3. Find out the possible alternatives for tools not available.

H. Labour:

1. How often can family members work in the garden ?

	Seldom	Often
All members		
Head of household		
Wife or Spouse		
Children		
Other kin		

2. If often, state how many hours.

3. Do they need certain skills to work in the garden ? If so, name 5 skills required.

I. Pest/Diseases:

1. What are the common pest/diseases in the area ?
2. What are the natural methods of controlling them ?
3. Would chemical/poisoning be appropriate to use ?
4. What are other effective methods of pest/diseases control ?

CROP/LIVESTOCK SELECTION

Goal

To provide an outline of important items to consider when selecting crops/livestock for home/school mixed gardening.

Procedures

Trainer should

- explain physical/biological factors
- explain necessary costs/expenses involved in selecting crops/livestock
- encourage groups/individuals to appreciate locally available crops/livestock for mixed gardening
- use diagrams to compare financial aspects of particular crops and methods of raising livestock.

Crops

1. Soil type and drainage

   - Soil type could affect the selection of crop type
   - Identify the soil by either experts or specialists.

2. Space : Lease, private property
   Area measurement

   - The area size is needed to determine how much will be used.

3. Weather : Dry
   Humid
   Wet

   - One should find the method that will be best suited for the weather/season and at the same time provide enough sunlight to the crops.

4. Crops : Type

   Tree crops
   Root crops
   Fruit/Vegetable

Method

Direct-seeded
Transplanted
Spacing

- The varieties of crops and methods of planting best suited for area. Some cover more area than others and grow faster to harvest.

5. Water:

- What source of water is available ?
- How often is the watering of crops necessary ?
- What is the best suitable watering method that can be applied ?

6. Fertilizer: Local
Imported

- One should consider the kinds of fertilizer, cost of fertilizers and way in which to get them.

7. Pests/Diseases: Symptoms

- Simply identify the symptoms of the disease and report it to Agriculture Department for treatment, also to consider the cost and how often to check up by specialist.

8. Labour/Maintenance

- Mainly identify the amount of work and the number of people needed to do the job. The purpose could either be for learning, consumption or additional income.

- What kind of skill/equipment is needed to do the job ?

Livestock

1. Location: Space, private property, lease

- Basically to identify space area and level of access of use the land.

2. Breed(s): Local or imported
Young or grown

- Make the selection (either local or imported) and the age of the livestock.

3. Labour/Maintenance

   - Mainly identify the amount of work and the number of people needed to do the job. The purpose could either be for learning, consumption or additional income.

   - What kind of skill/equipment is needed to do the job ?

4. Feeding: Local or imported

   - One should consider the number of livestock and the ways in which the feeds can be obtained; also consider the varieties, and cost of local and imported feeds.

5. Housing System: Fenced
   Free Range

   - Normally the area measurement would be an aspect to look at when selecting either fenced or free range.

6. Pests/Diseases: Symptoms

   - Simply to identify the symptoms and report to Agriculture Department for treatment; also it is important to know how often treatment must be given from specialists and cost of the treatment.

THE FINANCIAL ASPECT TO CONSIDER WHEN SELECTING CROPS/LIVESTOCK

CROPS

A. This diagram illustrates the advantage of growing spinach over cabbage in a mixed - garden.

Spinach	vs.	Cabbage
Collect free stalks from neighbours Clear area	Preparation	Buy seedings from the store Make seed-bed
Dig the soil and plant the stalks	Planting	Sow seeds, make shelter Water seeds
Weeding	Maintenance	Weeding
Continuous harvesting for 2-3 years	Harvesting	Harvest every 40-60 days
Replant stalks	Replanting	Buy new seeds to start nursery

Points to consider:

1. Start up cost
2. Maintenance cost
3. Time to harvest
4. Frequency of replanting

B. This diagram illustrates the raising of chickens by the penned method and the free range method

Penned	vs.	**Free Range**
Build a coop to fence about 100 broilers at ($200-$400)	Preparation	Build a coop with local materials to get eggs ($25 - $50)
Buy feed at $30/50 Kg	Feeding	Supplementary feed at almost no price
Cut forage		
Clean pan Daily 1 hr/day	Maintenance	Change the nests weekly
Expensive protein	Return	Produce all by themselves more protein with less labour and expense

Points to consider:

1. Start up cost
2. Labour and expense
3. Maintenance cost
4. Return

MAXIMIZING PRODUCTION IN A LIMITED SPACE

Goal

To present the principles and practices of mixed gardening through COMPANION planting.

Activity	MONOCROPPING	vs.	MIXED CROPPING
Economic Labor	- Clear the land		- Clear the land
	- Seed-bed preparation		- Permanent seed-bed preparation
	- Start nursery		- Planting
	- Transplanting		- Weeding
	- Weeding		- Harvest
	- Watering		
	- Fertilizing		
	- Pesticide		
	- Single Harvest		
	(Repeating of Process)		
Ecology	- Exposed to sun and rain		- Keeps soil covered
Human Nutrition	- Available in a 'boom or bust cycle		- Available on a continuous basis

PRINCIPLES OF COMPANION PLANTING

CROP	LIGHT REQUIREMENT	STRUCTURE	ROOT STRUCTURE	MATURITY
Yam	Sun to part shade	Flat	Fibrous	Long term
Kape	Part sun - Part shade	Erect	Fibrous	Long term
Taro	Part sun - Part shade	Erect	Fibrous	Long term
Kumala (Sweet Potato)	Sun to Part shade	Flat	Fibrous	Short term
Pole Bean	Sun	Erect	Fibrous	Long term
Cassava	Sun to Part shade	Erect	Fibrous	Long term
Pumpkin	Sun to Part shade	Flat	Fibrous	Short term
Maize	Sun	Erect	Fibrous	Long term
Banana & Plantain	Part sun - Part shade	Erect	Fibrous	Long term
Pele	Sun to Part shade	Erect	Tap	Short term
Pineapple	Sun to Part shade	Erect	Fibrous	Long term

MAIN NUTRIENT GROUPS

Goals

1. To understand the nutritive value of foods
2. To develop an awareness of the importance of balanced choice of food for good health
3. To develop an awareness of the ability to choose better diets from locally available resources

Procedure

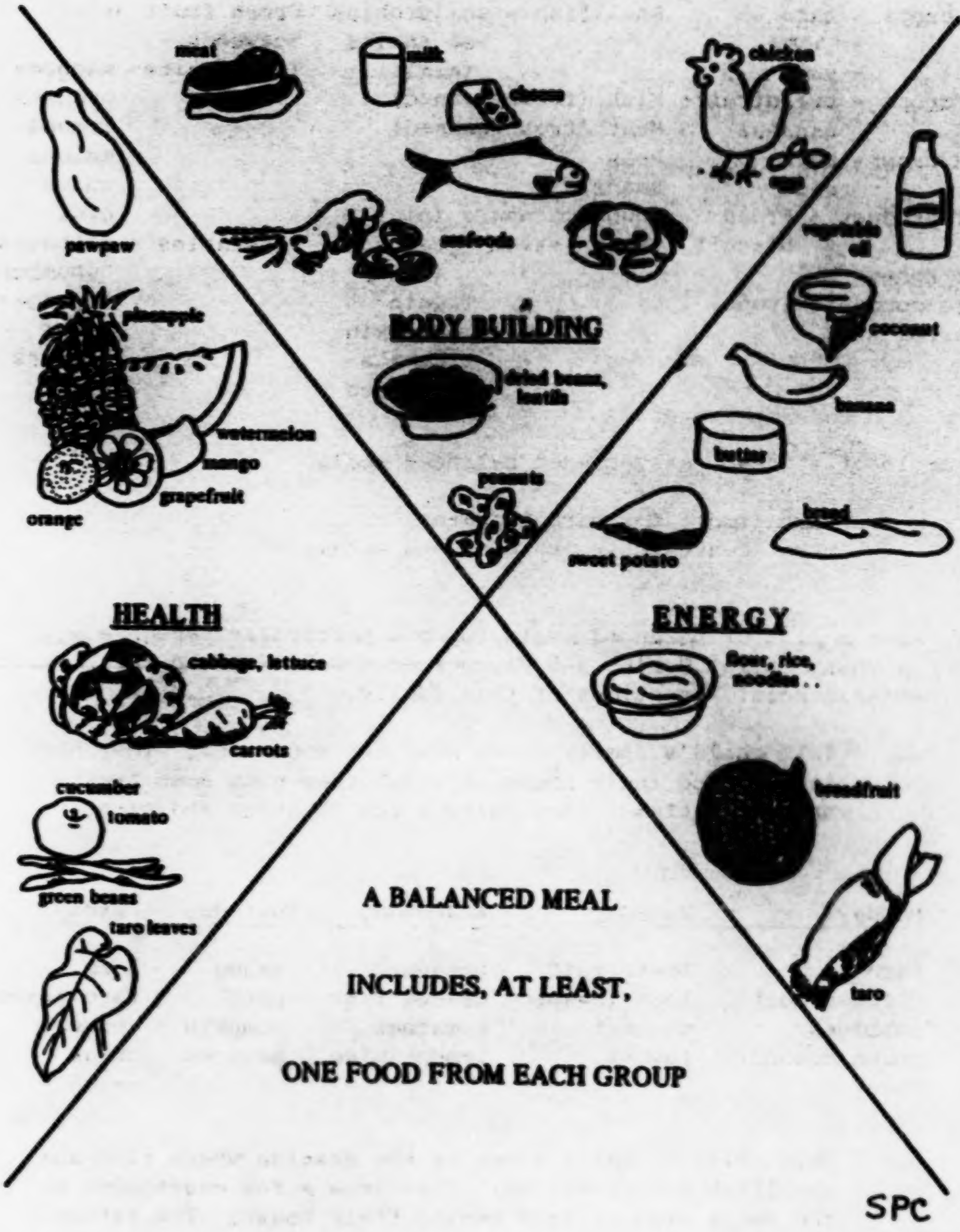
1. Talk about the importance of

    a. the constituents of a balanced diet
    b. their functions
    c. the local sources

A WELL BALANCED DIET consists of proper amounts from each of the 3 main groups

1. PROTEINS
2. CARBOHYDRATES/FATS
3. VITAMINS/MINERALS

HEALTHY CHILDREN? BALANCED MEALS!


meat
milk
cheese
chicken
egg
pawpaw
seafoods
vegetable oil
pineapple
BODY BUILDING
coconut
dried beans, lentils
banana
watermelon
mango
butter
grapefruit
orange
peanuts
bread
sweet potato
HEALTH
ENERGY
cabbage, lettuce
flour, rice, noodles..
carrots
cucumber
tomato
breadfruit
green beans
taro leaves
taro
SPC

A BALANCED MEAL

INCLUDES, AT LEAST,

ONE FOOD FROM EACH GROUP

SOURCES OF NUTRIENTS FROM MAIN GROUPS

CARBOHYDRATES/FATS	PROTEINS	VITAMINS/MINERALS
Root crops - taro	Shellfish - sea urchins	Fresh fruit juice
- taamu	sea snails	Seaweeds
- yams	(alili)	Tree fruits- mangoes
Tree crops - breadfruits	Fish (fresh/canned)	oranges
bananas	Meat (fresh/canned)	lemons
Grain crops- corn	Peas	melons
rice	Beans	guava
Flour product - bread	Young coconuts (niu)	etc.
biscuit	Green leaves - taros	Vegetables - cabbages
Sugar/Honey	(luau)	cucumber
Mature coconuts (popo)	pele	tomatoes
Butter/oils	pumpkin	beans
	kumala	carrots
	tapioca	

An example of a cheap, easy-to-get balanced meal.

- taro (root) for carbohydrates
- taro (leaves) for proteins and vitamins

2. Make a plan of balanced meals for one particular person e.g., (a young child) during a 5 day period. Consider the environment and financial situations of this family.

   a. This child's family lives near the mountains. They have land behind their house on which they grow some fruits and vegetables. They raise a few chickens and pigs.

Monday	Tuesday	Wednesday	Thursday	Friday
taro	breadfruit	bananas	taamu	taro
chicken meat	taro leaves	canned fish	pork	taro leaves
cabbages	coconut	tomatoes	pumpkin	coconut
young coconut (niu)	pawpaw	lemon juice	mangoes	cream
				melon

   b. This child's family lives by the seaside where fish and shellfish are plentiful. They grow a few vegetables on the small area of land behind their house. The father has a job in town and buys some other root crops and fruits from the market after work some afternoons.

Monday	Tuesday	Wednesday	Thursday	Friday
bananas	bread	rice	taro	bananas
fish	canned meat	shellfish	fish	shellfish
cucumber	cabbages	(tugane)		
mangoes	lemon juice	tomatoes	cabbages	cucumber
		oranges	pawpaw	oranges

3. Talk about the functions of each of the 3 main food groups.

CARBOHYDRATES/FATS - energy
PROTEINS - growth and body building
VITAMINS/MINERALS - disease prevention and growth

What happens if a person does not eat a well balanced diet, i.e., proper amount of at least one from each of the three main food groups ?

- MALNUTRITION often results !!!

Malnutrition can be in 2 forms - malnourishment
- overnourishment

Malnourishment - starving, skinny, etc.
Overnourishment - obesity or excessive fat which is due to overeating, especially foods high in carbohydrates and lack of exercise

4. Show charts (possibly from Nutrition Section of Health Department) of malnutrition cases, e.g.,

   a. Two children both of the same age - one is healthy, the other suffers malnutrition

   b. A child who suffers malnutrition and then the same child after a set of period of feeding him nutritious meals

   c. Malnutrition - kwashiorkor

   d. Malnutrition - marusmus

   e. Obesity

5. Talk about the symptoms of these common diseases and what to do to avoid getting them.

   a. Kwashiorkor - the body swells
   - skin rash
   - dull & lethargic

b. Marusmus - under weight
- bony
- look old
- hungry

c. Obesity - overweight - they may have high blood pressure, heart diseases, diabetes and sore legs

Possible treatments

a. Kwashiorkor - Eat more vitamins/mineral food

b. Marusmus - Eat from each of the 3 main food groups

c. Obesity - Eat less carbohydrates and sufficient proteins and vitamins

6. Talk about the value of breast-feeding infants.

For the best possible start in life all babies should be breastfed. Breast milk is free, clean, always available, the right temperature and need no making up. Breast milk contains substances called antibodies which are produced by the mother and are passed on to the baby. These antibodies increase the baby's resistance to diarrhea, measles, ear infections and polio. Breast milk alone contains and satisfies all the baby's food needs for the first four month of life. No supplements are needed this time, although other foods should be introduced soon after.

BREAST MILK is the BEST FOOD for BABIES.

7. Show a comparative chart of the advantages of breast milk to bottle milk.

Figure out with the group, the approximate cost of feeding a baby on bottle milk for a year, including cost of milk, bottles, fuel to heat milk, etc.

	Breast Milk	Bottle Milk
a.	Always available (needs no making up)	Much preparation needed (boiling water, sterilizing bottles, correct mixing, etc.)
b.	Clean	
c.	Free	Expensive
d.	Right temperature	Needs to warm up/cool milk before feeding
e.	Contains antibodies to help resist diseases like diarrhea	Babies get sick more often

8. Show comparative charts of food to stress their nutritive value and availability

e.g., taro vs. rice
mangoes vs. lollies (snacks)

9. Talk on preparation process and habits - (include recipes and cooking demonstrations).

10. Extend the point that many of the locally available foods are cheaper and have much more nutritive value than imported food.

e.g., fresh fruits - mangoes, paw paws, guava, passion-fruit, coconuts, etc.
vegetables - cabbages, cucumber, beans, tomatoes, etc.
root crop - taro, taamu, yams
animals - chickens, pigs, cows, goats, etc.

Calculate and compare actual costs - e.g., apples vs. mangoes

However the expense to obtain all these nutritive foods is reduced when a family develops a nutritious oriented mixed garden.

11. Introduce the idea of child spacing for better health and nutrition of mother and child.

DESIGN OF A MIXED GARDEN

Goal

To teach the steps necessary to take in setting up a mixed garden.

Procedure

Trainer should

1. Discuss with individual/group in detail the essential steps.
2. Provide a diagram to show a mixed - garden.
3. With the aid of sequence of diagrams, show the essential steps necessary for the design of a mixed garden;
    - a. Choosing the site
    - b. Fencing it
    - c. Acquiring garden tools
    - d. Clearing the site
    - e. Preparing the ground
4. With the aid of a diagram, show the layout of a mixed garden.
5. Talk about proper spacing of crops for healthier crops and relate to proper spacing of children for healthier children and mother.

EXTENSION ACTIVITIES IN THE VILLAGE COMMUNITY

Goals

1. To select various extension activities appropriate for nutrition-oriented mixed gardening in villages

2. To become aware of difficulties encountered in extension work and ways to avoid/overcome them

3. To define the role of a Co-ordinator in extension work

    1. Outreach
    2. Going out and teaching gardeners how to grow crops
    3. Taking all technical information from experimental station to people

4. To enable the growers to provide their families with good foods and to sell the surplus of their produce to get money to support the project

How to teach/motivate growers

1. Radio
2. Meetings
3. Discussion in kava parties at night as growers work at day time
4. Demonstration Methods
5. Field trips
6. Model garden
7. Site visits (Exchange ideas)
8. Films (Video tapes)
9. Village competitions (within each village/between villages)
10. Cooking (Recipes that provide the family with balanced diet)
11. Marketing the surplus to provide funds for the continuity of the project

Reasons why extension ideas may fail

1. Un-western
2. Bad experience/insensitive community
3. Don't understand what the intention is
4. Too costly
5. No time/no energy
6. Time and repetition may be off; no follow up
7. Poor planning, not mutually planned
8. Project may not be needed